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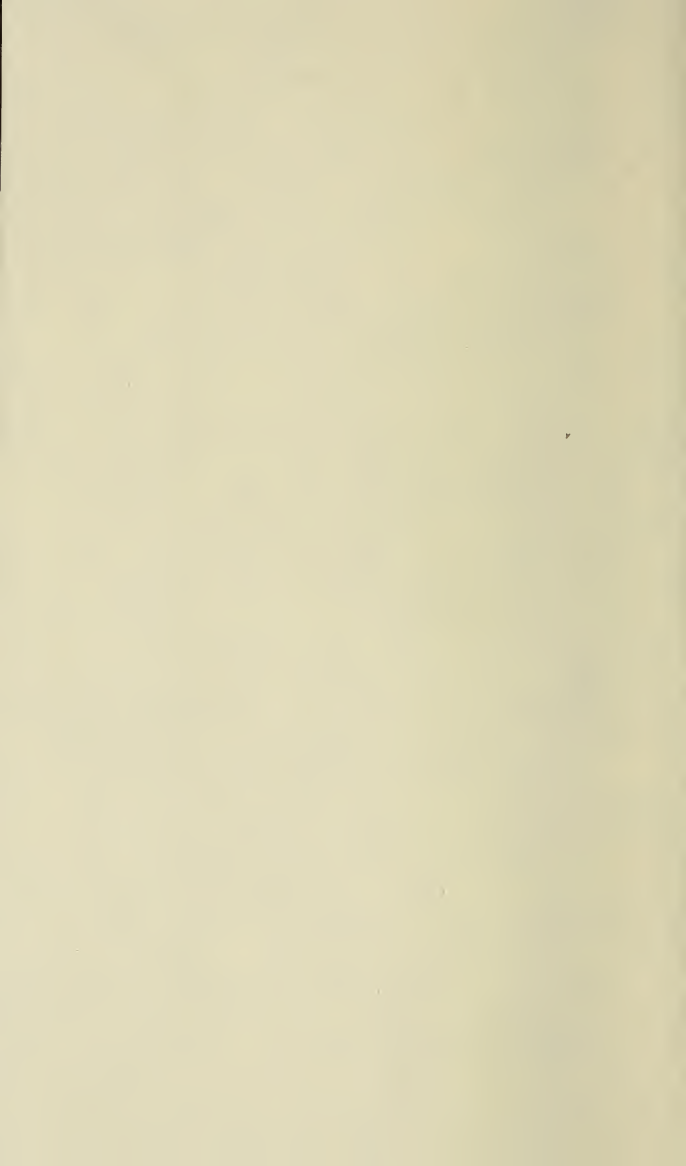
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## TO TEACHERS.

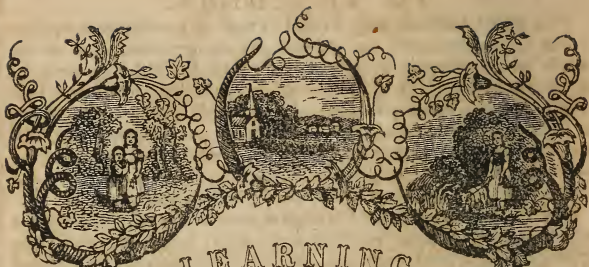
THE practice of teaching a child to read or pronounce a *reading* lesson before he knows the orthography and pronunciation of the words which compose it, retards rather than facilitates his progress in *correct* reading. No child should be required to attempt to read or pronounce a *reading* lesson until he is able to call or pronounce, at sight, the words commonly met with in composition; and, this knowledge can be more easily acquired by reading or pronouncing words in the *spelling* columns of a Spelling Book, judiciously and analogically classed, than in detached *reading* lessons.

The teacher should ALWAYS require his scholars to pronounce the words in each spelling lesson, at sight, either *before* or immediately *after* spelling it, as the only *sure* and *certain* method of making good readers. Let the scholar at the head of the class pronounce or enunciate, one, two, or three words; the next scholar the same, and so on throughout the spelling class; the number of words which each scholar pronounces, however, should always be proportional to the number of scholars in the spelling class. This practice the Author pursued many years, while engaged in the business of teaching, with results entirely satisfactory; and, his experience imboldens him to recommend it to those who are intrusted with the instruction of children. If the scholar be required to read or pronounce words in a *reading* lesson before he has learned to sound or pronounce them *separately* in *spelling* columns, at sight, he will hesitate; and will, most generally, be confirmed in the habit of stammering while reading; for, although a child may know perfectly well how to *spell* a word and to divide it as it is in a spelling column; yet, when he sees the *same* word in a *reading* lesson, the syllables being closed up, it presents a new appearance to him.

It should be always borne in mind that *reading* is the enunciation or pronouncing of words by syllables; and that, therefore, each syllable in every word should be as distinctly enunciated or pronounced as if the whole reading lesson were composed of monosyllables only. Hence the importance of pronouncing words, at sight, in spelling columns. Unless children do acquire a correct and distinct enunciation of each syllable in spelling columns, they rarely, if ever, acquire it in after life; for, in the practice or business of reading, the pauses, emphasis, cadence, &c., occupy all, or nearly all, their attention.

NOTE.—Let each scholar, in the process of spelling, pronounce the syllables as he proceeds, in a distinct and deliberate manner. This, more than any other exercise, will prevent an indistinct and faulty articulation in reading. It will also aid very much in impressing the *orthography* of each word *permanently* on the mind. Thus, *promote*—spelled—*p-r-o*—pronounced *pro*—spelled—*m-o-t-e*—pronounced *mote*—then pronounced in full *pro-mote'*. Thus, *subterranean*—spelled *s-u-b*—pronounced *sub*—spelled *t-e-r*—pronounced *ter*—then *subter*—*r-a-ra*—then *subterra*—*n-e-ne*—then *subterrane*—*a-n-an*—then pronounced in full—*sub-ter-ra'-ne-an*.

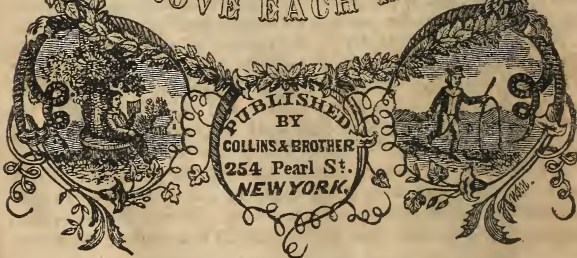
*Please to read the Preface PARTICULARLY.*



LEARNING  
IS OF MORE VALUE THAN RICHES.



IMPROVE EACH HOUR.



PUBLISHED  
BY  
COLLINS & BROTHER  
254 Pearl St.  
NEW YORK.

108.

# COBB'S

## NEW PRIMARY SPELLING BOOK,

IN FOUR PARTS.

### PART I,

Contains the Alphabet, variously exhibited; easy words from One to Four Syllables, in which the Single and Double Consonants are separately classed, and all Silent Vowels or Consonants and Diphthongs excluded.

### PART II,

Contains the VARIOUS and PECULIAR SOUNDS of the Single Vowels, Diphthongs, and Triphthongs, all separately classed, both with regard to the terminating Syllable in each word, and to the separate and distinct classification of the Single and Double Consonants, in which all SILENT CONSONANTS are excluded.

### PART III,

Contains the VARIOUS and PECULIAR Sounds of the Consonants and Combinations of Consonants, C, D, F, G, Q, S, T, X, CK, NG, DG, GH, PH, TH, SC, CH, TCH, &c., all separately classed both with regard to their particular sounds and terminating syllables, with a distinct classification of the SINGLE AND DOUBLE CONSONANTS AND SILENT CONSONANTS.

### PART IV,

Contains VERBAL DISTINCTIONS; as, words spelled alike, differently accented; words pronounced alike, differently spelled, &c., none of which are intermingled with other words in the preceding Parts of the book: Variable and Irregular Orthography and Pronunciation; Numbers and Figures; Pauses and Marks; and Abbreviations used in Writing and Printing.

BY LYMAN COBB, A.M.,

Author of the New First Book, New Spelling Book, in Six Parts, New Juvenile Readers, Nos. 1, 2, and 3, New Sequel to the Readers, New North American Reader, New Expositor, New School Dictionary, &c., &c.

NEW YORK:  
COLLINS & BROTHER,  
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1847.

STEREOTYPED BY T. B. SMITH.—NEW YORK.

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## P R E F A C E .

THE great and prominent object of a Spelling Book should be, to aid the pupil in learning to spell, pronounce, and read with ease, accuracy, and precision.

To effect this most important object, the Spelling Book should contain most of the common and useful words of the language, properly classed, divided, pronounced, and accented, exhibiting, in the different Spelling Lessons, all the varieties of vowel and consonant sounds in the language, with their distinctive peculiarities minutely and accurately pointed out and explained.

The only classification which seems to have been observed by the authors of Spelling Books now generally in use, is that of placing a number of words of an equal number of syllables in the same spelling column, without any regard to the various terminations, various diphthongs, or silent letters which the words may contain. By this indiscriminate and promiscuous intermingling of words, having various terminations, containing various diphthongs, silent consonants, as also an indiscriminate intermingling of words containing single and double consonants, it is almost impossible for the scholar to remember either the orthography or pronunciation of any of them, having no aid whatever from analogy. But by having these words in separate lessons, the scholar, after having learned or been taught two or three words in each lesson, will, from analogy, learn the whole lesson in *one half*, and, in many instances, in *one fourth of the time* which it would require if indiscriminately classed. The importance of separating the single and double consonants, will be obvious when we reflect that, in almost innumerable instances, the *ear* can not perceive any difference in the pronunciation of the words having single and double consonants, in addition to the perplexity occasioned to the *eye*, by promiscuously intermingling them; as *lil y* and *hil ly*; *ver y* and *mer ry*; *vom it* and *sum mit*; *flor id* and *hor rid*; *pit y* and *dit ty*; *cop y* and *pop py*; *sim mer* and *prim er*; *val id* and *pal lid*, &c. &c. The practice of giving these words to the scholar as a spelling task, when thus intermingled, as in other Spelling Books, falls little short of a *perfect farce*; for, the effort on the part of the scholar to spell the words is a matter of *guess-work* wholly. It is fully believed, from a careful examination of the matter, both by observation and experience, that, owing to the promiscuous intermingling of various diphthongs and triphthongs, various terminations, various consonant sounds, similarly sounded, silent consonants, single and double consonants, words spelled differently and pronounced alike, words spelled alike and differently pronounced or accented, &c. &c., more time has been spent in each school of the United States in pronouncing the word "NEXT" in consequence of this system of GUESSING at the orthography of the words, in spelling classes, and in the TIME OF GUESSING than would, with a proper classification, be necessary to acquire a *thorough knowledge of all the words in the Spelling Book*.

The intermingling of various terminations, sounding alike, produces great evil, embarrassment, and hinderance before these different terminations are fully impressed on the memory, in connexion with the previous syllables, which alone distinguish one word from another to the *ear*; as, mortar, enter, tutor, martyr, all ending with the sound *tur*, are learned only by repeating *tar* with *mor*, *ter* with *en*, *tor* with *tu*, and *tyr* with *mar*, until the associations of these letters—*mortar*, *enter*, *tutor*, and *martyr*, are thoroughly impressed on the mind—and so ONLY can they be learned. Now, if these and similar terminations, sounding alike, are intermingled before the associations are fully impressed, there will be constant doubt in the mind of the scholar; as, *farce* and *parse*, *prison* and *risen*, *memory* and *misery*, *shovel* and *table*, *coercion*, *desertion*, *aspersion*, &c. &c. But, when the associations of the letters have become fully impressed on the mind or memory, in connexion with their sounds, the scholar will call up to his recollection the images of the letters which compose each word, whether

orthoepeical or analogous or not, with *equal* readiness: thus, *wrought* and *hat*, *beauty* and *duty*, *freight* and *late*, &c., are spelled by the scholar with equal ease and accuracy when the associations have been fully impressed on his mind. [See the first page of this book.]

## DISTINCTIVE PECULIARITIES.

This Spelling Book is based upon the *principle*, that, to enable the scholar to learn rapidly, and permanently to impress the orthography of each word on his mind, the words should be so presented or *classed* that the *eye* and *ear* will act in concert or unison, and that by this classification of similar *sound* and similar *orthography*, the scholar will be led to spell each word correctly by the powerful aids of *classification*, *association*, and *locality*.

To effect this desirable object the words are all classed with reference to SIX GENERAL PRINCIPLES.

I. The words are all classed by similar terminations, both as to *similarity of sound* and *similarity of orthography*. As page 46, labor, arbor, harbor, &c.; page 49, battle, rattle, tattle, &c.; page 111, mansion, pension, &c.; page 112, nation, station, &c.

II. All the different diphthongs are separately classed. As page 53, deed, heed, weed, &c.; same page, deal, meal, veal, &c.; page 54, wield, yield, shield, &c.; page 57, loop, poor, &c.; same page, tour, your, &c.

III. All single and double consonants are separately classed. As page 22, ballast, pallid, hatter, &c.; page 47, bottom, error, terror, &c.; page 114, apparition, opposition, &c.

IV. Different consonants, which might be confounded *with* or mistaken *for* other consonants, owing to their various or similar sounds, are separately classed. As pages 61 to 121, *c, g, gh, ng, th, x, ch, tch, c, s*, and *t*, like *sh*, *s* like *sk*, *t* like *tsh*, &c. &c., are all separately classed.

V. All *silent* consonants are separately and alphabetically classed, pages 121 and 122, end of Part III.

VI. The Verbal Distinctions are all separately classed, and their peculiarities pointed out, which in all other Spelling Books are *intermingled* with other words, causing great *perplexity* and *embarrassment*, subjecting the scholar also to an interminable round of *guessing* at their orthography—as *pair, pare, pear; rain, rein, reign; rite, right, write, wright; abuse, abuse; excuse, excuse; con'duct, conduct; ab'sent, absent; advice, advise; proph-ecy, prophesy, &c. &c.*, many of which are not any where classed in most of the Spelling Books, thus leaving the scholar *entirely ignorant* of them.

## PRACTICAL ADVANTAGES.

I. Words of similar *termination, combination*, either *single* or *double* consonants, &c., being classed, the scholar is aided in spelling other words of the same class or common basis by their *similarity*, thus learning the *differences* between the several words, instead of constantly learning an entirely *new, different, and dissimilar* word. As pages 22, *batter, hatter, latter, &c.*; 33, *rudimental, detrimental, sentimental, &c.*; 43, *ability, stability, debility, &c.*; 47, *sable, table, stable, &c.*; 115, *deduction, reduction, seduction, production, &c.*; 132, *thistle, whistle, bristle, gristle, &c.* [In other Spelling Lessons of other Spelling Books the diphthong, consonant, single or double, combination, or termination *changes* with nearly *every* word. If, therefore, it be of as great importance to teach correct *orthography* as correct *pronunciation*, then words *should* be classed, as in this Spelling Book, with *similarity of orthography* as well as *similarity of sound*.]

II. In this Spelling Book, and in this Spelling Book only, all the varieties of *vowel* and *consonant* sounds, and *combinations of sounds* are so classed as to make the scholar *practically* and *familiarly* acquainted with them, and also have them permanently impressed on his mind.

III. In this Spelling Book the *easy* words are separated from the *difficult* ones, thus giving the teacher an opportunity to drill or practise the scholar a greater length of time on the *difficult* than *easy* words, thereby saving from a *THIRD* to a *half* of the time of the scholar and teacher, usually *wasted or thrown away* by studying, pronouncing, and spelling over and over, again and again, words which require no *study, spelling, or repetition*.

of the letters to impress their orthography on the mind as, from their analogy, they are never spelled wrong. As, *punish, demand, dispute, intend, stimulate, grand, invoke, &c. &c.*; yet, in other Spelling Books, the easy and difficult words are promiscuously thrown together, without proper classification, causing all the difficulties in learning to spell.

IV. By the use of this Spelling Book the words of similar *orthography* and *sound* being classed together, the *eye* and *ear* act in concert or unison without *confusion* or *doubt*, thus enabling the scholar to spell *right* instead of *wrong*, or continually *guessing* at the orthography of each word; as to spell wrong makes just as deep an impression upon the mind of the scholar as to spell right; hence the great importance of having a *correct* repetition of the letters *always*, instead of spelling *right* a part of the time, and *wrong* a part of the time. Not only, therefore, does this classification enable the scholar to learn the orthography of a given number of words in a less time than without it; but, by lessening the number of incorrect *first* impressions on the mind, tends to fix more *permanently* correct impressions. No greater error can possibly prevail than the *common one*, viz.: that if a child be *puzzled* in spelling a word, and spells it *wrong* again and again, that this will impress the *correct* orthography on his mind when he finally spells it *right*. But, the words should be so classed that whatever is seen by the *eye* as different in any spelling lesson should also be recognised by the *ear*, thus having the *eye* and *ear* act in *concert* or *unison*, and thus, also, effecting the two great objects to be attained in making good spellers, viz.: *distinct impression* in looking at the words or in studying the spelling lesson; and, *correct repetition* in spelling the words of such lesson in spelling classes—which are the *true* and *ONLY* ways of learning the orthography of *any* word.

The Alphabet is analytically arranged in lessons, so that a *part* of the letters may be learned at once, the vowels being placed first. No child or *adult*, however strong his memory may be, is capable of remembering all the sounds of the different letters in the Alphabet, until he shall have learned one at a time. It will aid the child very much while learning the letters, should the teacher or parent frequently, in the course of the day, request him to point out or find, in any book, the particular letter or letters which he is committing; and also, to require him often to *repeat* the *name* of the letter when not looking at the character which represents it.

As the sounds of the different letters are given at the heads of the different lessons, and in the larger Spelling Book, and will be given at considerable length in the Expositor or School Dictionary, or both, soon to be published, they are not inserted in this Primary Spelling Book. So of the Names of Persons and Places, and Scripture Proper Names.

It is believed that, as the Reading Books of this Series contain so large a number of words in the Spelling Lessons, (about *eleven thousand*), this *PRIMARY SPELLING BOOK* will be found to contain a sufficiently large amount of words, particularly in those schools in which the Reading Books of this Series are used; and, it is presumed, also, that most teachers will think it has enough spelling for *all* cases, as it contains as many words as any of the ordinary Spelling Books now in use.

In consequence of the great popularity and use of the author's Series of Reading Books, particularly the Juvenile Readers Nos. I, II, and III, designed to accompany the Spelling Book, both from the adaptation of the Lessons to the juvenile mind, and from the graduation of the Lessons by the number of syllables in each word, from monosyllables to words of two, three, or more syllables, it is believed to be perfectly consistent and proper for him to extend his classes of words in the several spelling lessons of this work, to the exclusion of more extensive Reading Lessons usually found in Spelling Books.

With grateful acknowledgments to those teachers and parents who have so generously patronised his former Spelling and Reading Books, by the introduction and use of *SEVERAL MILLIONS* of those works, he dedicates this work to them, hoping that it will meet as cordial a reception, and be even more instrumental in promoting the interests of the rising generation.

New York, April, 1847.

LYMAN COBB.

- Q. *What are the elements and first principles of Language?*—A. *Letters.*  
 Q. *How many letters are there in the English Language?*—A. *Twenty-six :* namely, *a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z.*  
 Q. *What are they called when taken together?*—A. *The English Alphabet.*  
 Q. *How is the Alphabet divided?*—A. *Into vowels and consonants.*  
 Q. *What is a vowel?*—A. *It is a letter which can be fully sounded by itself.*  
 Q. *Which are the vowels?*—A. *A, e, i, o, u.* *W* is a vowel when it is immediately preceded by *a, e, or o*, in the same syllable. *Y* is always a vowel when it is in the middle or at the end of a syllable, and sometimes at the beginning of a syllable, as in *ber yl, par ox ysm.*

Q. *What is a consonant?*—A. *It is a letter which can not be fully sounded without the help of a vowel.*

Q. *Which are the consonants?*—A. *B, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, x, z.* *W* is always a consonant when it begins a word or syllable, or is immediately preceded by *d, s, t, or th*, as in *dwarf, swing, twine, thwack.*

*Of the Diphthongs and Triphthongs.*

Q. *What is a diphthong?*—A. *It is the union of two vowels in one syllable, sounded at the same time.*

Q. *How many kinds are there?*—A. *Two ; proper and improper.*

Q. *What is a proper diphthong?*—A. *It is that in which both vowels are sounded, as oi in oil.*

Q. *What is an improper diphthong?*—A. *It is that in which but one vowel is sounded, as ea in heat.*

Q. *What is a triphthong?*—A. *It is the union of three vowels in one syllable, sounded at the same time, as ieu in lieu. Uoy in buoy, is the only proper triphthong.*

As the sounds of the consonants are all very thoroughly noted at the heads of the different Spelling Lessons of this work, and will be treated of at length in the Expositor or School Dictionary ; and also, as several Charts, containing the Elementary Sounds of the Language have been recently published, I have thought proper wholly to omit them in this work.

The *silent Consonants* are all alphabetically classed and noted, pages 121 and 122 of this work.

KEY TO THE PRONUNCIATION OF THE FOLLOWING WORK.

1	2	3	4	5	1	4	8	9	1	4	8	10	11
Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—													
1	3	5	6	7	8	1	4	6	7	1	6	1	4

no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.  
 Figure 1 represents the long sound of *a, e, i, o, u, w*, and *y* ; 2, the flat sound of *a* ; 3, the long broad *a* and *o* ; 4, the short sound of *a, e, i, u*, and *y* ; 5, the short broad *a* and *o* ; 6, the sound of *oo* proper or slender ; 7, the sound of short *oo* or obtuse *u* ; 8, short *u*, made by *e, i*, and *o* ; 9, the sound of long *a*, made by *e* ; 10, the sound of long *e*, made by *i* ; and 11, the sound of short *e*, made by *i*.

Q. *How are proper diphthongs defined?*—A. *By both vowels being printed in Roman whenever they occur.*

Q. *How are the silent letters distinguished?*—A. *By being printed in Italic.*

Q. *What sound has s when printed in Italic?*—A. *The sound of z.*

*Of Letters, Syllables, Words, Sentences, and Accent.*

Q. *What do letters form?*—A. *Syllables ; syllables form words, and words form sentences.*

Q. *What is a word of one syllable called?*—A. *A monosyllable ; a word of two syllables, a dissyllable ; of three syllables, a trisyllable ; of four or more syllables, a polysyllable.*

Q. *What is accent?*—A. *It is a forcible stress of voice on a letter or syllable, in order to distinguish it from other letters or syllables in the same word. Accent is either Primary or Secondary. Primary accent is that which distinguishes one syllable or letter from all others in any particular word. Secondary accent is a less forcible stress of voice than the Primary, which we often place on another syllable in words of three or more syllables, to pronounce it more distinctly and forcibly than unaccented syllables.*

## THE ALPHABET.

Roman Letters.		Italic Letters.		Old English.		Names of letters.	
A	a	<i>A</i>	<i>a</i>	<b>A</b>	<b>a</b>	a	
B	b	<i>B</i>	<i>b</i>	<b>B</b>	<b>b</b>	be	
C	c	<i>C</i>	<i>c</i>	<b>C</b>	<b>c</b>	ce	
D	d	<i>D</i>	<i>d</i>	<b>D</b>	<b>d</b>	de	
E	e	<i>E</i>	<i>e</i>	<b>E</b>	<b>e</b>	e	
F	f	<i>F</i>	<i>f</i>	<b>F</b>	<b>f</b>	ef	
G	g	<i>G</i>	<i>g</i>	<b>G</b>	<b>g</b>	je	
H	h	<i>H</i>	<i>h</i>	<b>H</b>	<b>h</b>	aitsh	
I	i	<i>I</i>	<i>i</i>	<b>I</b>	<b>i</b>	i	
J	j	<i>J</i>	<i>j</i>	<b>J</b>	<b>j</b>	ja	
K	k	<i>K</i>	<i>k</i>	<b>K</b>	<b>k</b>	ka	
L	l	<i>L</i>	<i>l</i>	<b>L</b>	<b>l</b>	el	
M	m	<i>M</i>	<i>m</i>	<b>M</b>	<b>m</b>	em	
N	n	<i>N</i>	<i>n</i>	<b>N</b>	<b>n</b>	en	
O	o	<i>O</i>	<i>o</i>	<b>O</b>	<b>o</b>	o	
P	p	<i>P</i>	<i>p</i>	<b>P</b>	<b>p</b>	pe	
Q	q	<i>Q</i>	<i>q</i>	<b>Q</b>	<b>q</b>	ku	
R	r	<i>R</i>	<i>r</i>	<b>R</b>	<b>r</b>	ar	
S	s	<i>S</i>	<i>s</i>	<b>S</b>	<b>s</b>	es	
T	t	<i>T</i>	<i>t</i>	<b>T</b>	<b>t</b>	te	
U	u	<i>U</i>	<i>u</i>	<b>U</b>	<b>u</b>	u	
V	v	<i>V</i>	<i>v</i>	<b>V</b>	<b>v</b>	ve	
W	w	<i>W</i>	<i>w</i>	<b>W</b>	<b>w</b>	double	yu
X	x	<i>X</i>	<i>x</i>	<b>X</b>	<b>x</b>	eks	
Y	y	<i>Y</i>	<i>y</i>	<b>Y</b>	<b>y</b>	wi	
Z	z	<i>Z</i>	<i>z</i>	<b>Z</b>	<b>z</b>	ze	
&		&		&		and	

Double Letters, and Combinations of Letters.

Æ    Œ    æ    œ    ff    fl    fi    ffi    ffi

The Figures and Cipher.

1    2    3    4    5    6    7    8    9    0

# ORGANIZATION OF THE ALPHABET.

[See the Preface.]

## LESSON I.—1.

A

a

E

e

I

i

O

o

U

u

## LESSON II.—2.

B

b

C

c

D

d

P

p

T

t

V

v

Z

z

be

ce

de

pe

te

vè

ze

LESSON III.—3.

G  
J  
K  
Q

je

ja

ka

g  
j  
k  
q  
ku

LESSON IV.—4.

F  
L  
M  
N  
R  
S

ef

el

em

en

ar

es

f  
l  
m  
n  
r  
s

LESSON V.—5.

H  
W  
X  
Y

aitsh

double yu

eks

wi

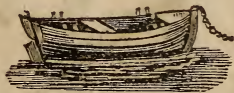
h  
w  
x  
y

# THE ALPHABET,

## ASSOCIATED WITH PICTURES.



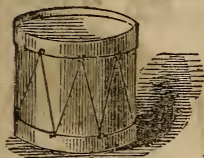
A a Axe.



B b Boat.



C c Clock.



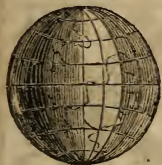
D d Drum.



E e Elk.



F f Fork.



G g Globe.



H h Hand.



I i Inkstand.



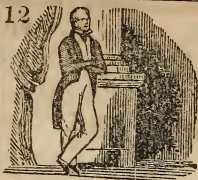
J j Jar.



K k Knife.



L l Lamp.



M m Man.



N n Net.



O o Ox.



P p Pump.



Q q Quill.



R r Razor.



S s Shoe.



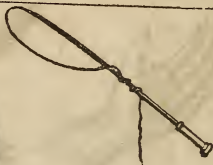
T t Tub.



U u Umbrella.



V v Vial.



W w Whip.



X x.



Y y Yoke.



Z z Zebra.



## COMBINATIONS OF LETTERS TO FORM SYLLABLES.

*Combinations of two Letters.*

## LESSON I.—1.

ba	da	pa	ta	va	za
be	de	pe	te	ve	ze
bi	di	pi	ti	vi	zi
bo	do	po	to	vo	zo
bu	du	pu	tu	vu	zu

## LESSON II.—2.

ca	ga	ka	ja	fa	ha
		ke	je	fe	he
		ki	ji	fi	hi
co	go	ko	jo	fo	ho
cu	gu	ku	ju	fu	hu

## LESSON III.—3.

la	ma	na	ra	sa	wa
le	me	ne	re	se	we
li	mi	ni	ri	si	wi
lo	mo	no	ro	so	wo
lu	mu	nu	ru	su	wu

## LESSON IV.—4.

ya	by	zy	ly	ab
ye	dy	ky	my	eb
yi	py	jy	ny	ib
yo	ty	fy	ry	ob
yu	vy	hy	sy	ub

## LESSON V.—5.

ad	ap	at	av	az
ed	ep	et	ev	ez
id	ip	it	iv	iz
od	op	ot	ov	oz
ud	up	ut	uv	uz

## LESSON VI.—6.

ac	ag	ak	af	al
ec	eg	ek	ef	el
ic	ig	ik	if	il
oc	og	ok	of	ol
uc	ug	uk	uf	ul

## LESSON VII.—7.

am	an	ar	as	ax
em	en	er	es	ex
im	in	ir	is	ix
om	on	or	os	ox
um	un	ur	us	ux

*Combinations of three and four Letters.*

## LESSON VIII.—8.

bla	pla	cla	gla	fla	sla
ble	ple	cle	gle	fle	sle
bli	pli	cli	gli	fli	sli
blo	plo	clo	glo	flo	slo
blu	plu	clu	glu	flu	slu

## LESSON IX.—9.

bra	dra	pra	tra	cra	gra
bre	dre	pre	tre	cre	gre
bri	dri	pri	tri	cri	gri
bro	dro	pro	tro	cro	gro
bru	dru	pru	tru	cru	gru

## LESSON X.—10.

fra	spa	sta	sha	cha	tha
fre	spe	ste	she	che	the
fri	spi	sti	shi	chi	thi
fro	spo	sto	sho	cho	tho
fru	spu	stu	shu	chu	thu

## LESSON XI.—11.

ska	swa	spla	shra	spra	stra
ske	swe	sple	shre	spre	stre
ski	swi	spli	shri	spri	stri
sko	swo	splo	shro	spro	stro
sku	swu	splu	shru	spru	stru

## LESSON XII.—12.

ce*	ply	bry	gry	chy	shry
ci*	cly	dry	fry	thy	spry
ge†	gly	pry	spy	sky	stry
gi†	fly	try	sty	swy	cy*
bly	sly	cry	shy	sply	gy†

\* c, soft, like s.

† g, soft, like j.

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
 Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

## Words of three Letters.

A Consonant before and after a Vowel.

LESSON I.—1. *a, e, and i* short.

4	4	4	4	4
Had	lap	sat	ten	rib
lad	map	web	wen	bid
mad	sap	bed	bet	did
sad	tap	hem	let	hid
ham	bat	den	met	kid
man	hat	hen	set	lid
pan	mat	men	wet	rid
ran	rat	pen	yet	dim

LESSON II.—2. *i, o, and u* short.

4	4	5	5	4
Rim	nip	mob	hop	rub
pin	rip	rob	lop	tub
sin	tip	sob	mop	bud
tin	bit	nod	dot	mud
win	hit	pod	hot	run
dip	pit	rod	lot	hut
lip	wit	sod	rot	nut

## Words of four Letters.

Two Consonants before the Vowel and one after it.

LESSON III.—3. *a, e, i, o, and u* short.

4	4	4	5	4
Stab	bled	trim	drop	drum
brad	shed	shin	prop	shun
shad	sled	spin	shop	spun
plan	stem	ship	stop	blur
span	step	slip	blot	slur
snap	brim	trip	plot	spur
trap	slim	spit	spot	shut

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

One Consonant before the Vowel and two after it.

LESSON IV.—4. *a* and *e* short.

4	4	4	4	4
Band	rash	lend	helm	rent
hand	sash	mend	help	tent
land	damp	rend	hemp	vent
sand	lamp	send	belt	went
dash	vamp	tend	melt	kept
hash	held	vend	welt	wept
lash	weld	desk	bent	best
mash	bend	yelk	lent	nest

LESSON V.—5. *e*, *i*, and *u* short.

4	4	4	4	4
Pest	risk	mint	husk	lump
test	limp	list	rusk	pump
vest	lisp	hush	tusk	hunt
west	hilt	rush	hurl	hurt
dish	wilt	bulk	burn	bust
wish	dint	hulk	turn	lust
milk	hint	lurk	pulp	must
silk	lint	dusk	jump	rust

One Consonant before the Vowel, followed by another Consonant and the Vowel *e*.

LESSON VI.—6. *a* and *i* long.

1	1	1	1	1
Bake	dame	hate	wide	lime
lake	lame	late	like	dine
make	name	mate	pike	line
rake	same	rate	bile	mine
sake	tame	pave	pile	nine
take	tape	save	vile	pine
dale	date	ride	dime	tine

1	2	3	4	5	1	4	8	9	1	4	8	10	11
Fate,	far,	fall,	fat,	what—	me,	met,	her,	they—	pine,	pin,	stir,	shire,	firm—

LESSON VII.—7. *i, o, and u* long.

1	1	1	1	1
Vine	kite	mole	hope	wove
wine	dive	dome	rope	tube
pipe	hive	home	tore	duke
ripe	robe	bone	wore	June
wipe	joke	hone	note	tune
mire	poke	tone	vote	pure
wire	yoke	zone	rove	mute

## Words of five Letters.

Two Consonants before the Vowel and two after it.

LESSON VIII.—8. *a, e, i, and u* short.

4	4	4	4	4
Brand	trash	spent	stint	stump
stand	stamp	slept	blush	trump
slash	blend	brisk	brush	blunt
smash	spend	print	plump	trust

Two Consonants before the Vowel, followed by another Consonant and the Vowel *e*.LESSON IX.—9. *a, i, o, and u* long.

1	1	1	1	1
Blade	shame	tribe	brine	prone
shade	shape	slide	spire	stone
spade	slate	bride	smite	slope
trade	state	spike	spite	shore
drake	shave	smile	drive	store
shake	slave	slime	broke	smote
snake	brave	prime	smoke	drove
stale	stave	shine	stole	stove
blame	bribe	spine	drone	plume

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

Accented on the First Syllable.—*Consonants Single.*

LESSON X.—10.

*Note.*—e like short u, in unaccented *er*; and, y, unaccented, like long e.

1	1	1	1
Re al	po et	de ist	vo ter
di al	stu dent	so ber	wa ver
tri al	si lent	tra der	di ver
o ral	mo ment	ri der	dri ver
plu ral	la tent	spi der	o ver
vi tal	pu trid	ba ker	ro ver
to tal	blu ish	ma ker	dro ver
ri val	sla vish	po ker	ba by
hu man	pu pil	bro ker	la dy
po em	A pril	pa per	sha dy
di et	tu lip	vi per	ti dy

LESSON XI.—11.

1	4	4	4
Smo ky	san dal	in let	liv id
bo ny	den tal	sun set	viv id
po ny	men tal	tal ent	splen did
sto ny	pen man	pat ent	rad ish
va ry	in bred	but ment	ban ish
mi ry	kin dred	tem pest	van ish
to ry	hun dred	rab id	par ish
sto ry	em blem	val id	lav ish
du ty	in step	rap id	rel ish
na vy	ten et	vap id	per ish
la zy	ham let	tim id	pun ish

1	2	3	4	5	1	4	8	9	1	4	8	10	11
Fate,	far,	fall,	fat,	what—	me,	met,	her,	they—	pine,	pin,	stir,	shire,	firm—

## LESSON XII.—12.

4	4	4	4
Blem ish	hab it	shiv er	tin der
bran dish	deb it	am ber	un der
pub lish	ed it	mem ber	sun der
per il	mer it	lim ber	blun der
len til	lim it	tim ber	plun der
an vil	spir it	num ber	mur der
ten drill	lep er	slum ber	but ler
sat in	ev er	el der	ham per
spav in	nev er	ren der	pam per
nap kin	sev er	ten der	tam per
bus kin	riv er	slen der	tem per

## LESSON XIII.—13.

4	4	4	4
Ban ter	mus ter	dan dy	plen ty
shel ter	blus ter	bran dy	en vy
wel ter	sal ver	stur dy	nim bly
en ter	sil ver	bad ly	am ply
ten ter	tum bler	mad ly	sim ply
pes ter	sam pler	man ly	sun dry
win ter	ver y	brisk ly	pel try
splin ter	bev y	dim ly	sul try
mis ter	lil y	sur ly	pan try
sis ter	pit y	just ly	en try
blis ter	stud y	shan ty	ves try

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

Accented on the Second Syllable.

LESSON XIV.—14.

1	1	1	1
Pa rade	re late	im bibe	re spire
e vade	trans late	a bide	in spire
per vade	be have	de ride	per spire
mis take	en slave	a side	as pire
a wake	de prave	sub side	trans pire
in hale	im pede	pro vide	en tire
hu mane	su preme	a like	re tire
in sane	se rene	re vile	u nite
de bate	ad here	sub lime	po lite
se date	re vere	re pine	in vite
e late	se vere	ad mire	de spite

LESSON XV.—15.

1	1	1	4
A live	a tone	de lude	rat an
de rive	e lope	re buke	ja pan
re vive	a dore	en dure	en trap
sur vive	de plore	de mure	a las
de prive	im plore	ma nure	a dapt
a bode	a shore	im pure	a bed
re voke	re store	ma ture	re pel
in voke	re mote	sa lute	pro pel
pro voke	pro mote	de pute	im pel
a woke	de note	re pute	ho tel
a lone	de vote	im pute	be held

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
 Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

## LESSON XVI.—16.

4	4	4	4
A men	re lent	un pin	per sist
a mend	la ment	ad mit	a midst
de pend	in tent	o mit	de mur
im pend	e vent	re mit	ab surd
sus pend	pre vent	trans mit	re turn
pre tend	in vent	sub mit	a dult
in tend	a dept	mis print	ab rupt
du et	mo lest	sub sist	ro bust
a bet	de test	en list	ad just
up set	in vest	de sist	un just
in dent	un til	in sist	mis trust

Accented on the First Syllable.—*Consonants Double.*

## LESSON XVII.—17.

4	4	4	4
Vas sal	rud der	tan ner	bat ter
bal last	shud der	in ner	hat ter
pal lid	tel ler	din ner	lat ter
rub bish	mil ler	sin ner	mat ter
pip pin	ham mer	spin ner	tat ter
sum mit	ram mer	run ner	plat ter
jab ber	stam mer	pep per	shat ter
ad der	sim mer	dip per	smat ter
lad der	sum mer	slip per	spat ter
blad der	drum mer	up per	let ter
bid der	ban ner	sup per	bit ter

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

LESSON XVIII.—18.

Last Column Accented on the Second Syllable.

4	4	4	1
Lit ter	dal ly	pup py	at tire
ut ter	ral ly	mar ry	ar rive
but ter	tal ly	par ry	as sume
mut ter	hil ly	mer ry	al lure
shut ter	sil ly	per ry	pol lute
sput ter	sul ly	hur ry	4
stut ter	mum my	pet ty	ap pend
sad dler	jen ny	dit ty	at tend
ed dy	pen ny	wit ty	ar rest
mud dy	sun ny	put ty	as sist
rud dy	hap py	diz zy	an nul

Primary Accent on the First Syllable, and the Secondary on the Third.—*Consonants Single.*

LESSON XIX.—19.

1	1	4
Ra di ate	vi o lent	lib er ate
me di ate	nu tri ment	ven er ate
de vi ate	mu ti ny	tem per ate
vi o late	di a ry	des o late
mu ti late	pri ma ry	em u late
jo vi al	no ta ry	stim u late
nu mer al	vo ta ry	stip u late
pu ri tan	li bra ry	ven ti late
di a dem	ri val ry	an i mate
vi o let	u ni ty	es ti mate
le ni ent	pu ri ty	in ti mate

1	2	3	4	5	1	4	8	9	1	4	8	10	11
Fate,	far,	fall,	fat,	what—	me,	met,	her,	they—	pine,	pin,	stir,	shire,	firm—

## LESSON XX.—20.

4  
Em a nate  
am pu tate  
med i tate  
im i tate  
pal pi tate  
ren o vate  
man u al  
lib er al  
min er al  
lat er al  
sev er al

4  
an i mal  
tem po ral  
ad mi ral  
ped es tal  
in ter val  
in di an  
vet er an  
rev er end  
div i dend  
riv u let  
im pu dent

4  
ev i dent  
prev a lent  
in do lent  
in so lent  
tur bu lent  
pes ti lent  
tes ta ment  
in stru ment  
det ri ment  
sen ti ment  
ban ish ment

## LESSON XXI.—21.

4  
Pun ish ment  
im po tent  
pen i tent  
in ter est  
an ti dote  
lat i tude  
plen i tude  
al ti tude  
mul ti tude  
ab so lute  
des ti tute

4  
in sti tute  
sub sti tute  
mur der er  
pub lish er  
mar in er  
min is ter  
sin is ter  
mal a dy  
mel o dy  
par o dy  
ver i ly

4  
lit a ny  
des ti ny  
sal a ry  
pen u ry  
in ju ry  
rev el ry  
pan o ply  
ped an try  
min is try  
in dus try  
dep u ty

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

## LESSON XXII.—22.

Last two Columns Accented on the Second Syllable.

4	1	4
San i ty	de ni al	in un date
van i ty	re vi val	pa ren tal
rar i ty	in hu man	a mend ment
len i ty	re tire ment	in vest ment
lev i ty	a tone ment	ad just ment
brev i ty	ad he rent	in trep id
dim i ty	in he rent	in sip id
trin i ty	pur su er	re plen ish
en mi ty	ad mi rer	di min ish
pen al ty	en tire ly	u ten sil
lib er ty	un ho ly	in hab it

## LESSON XXIII.—23.

Second Column Sec. Ac. on the First Syl., and the Pri. on the Third; and, Pri. Ac. on the First Syl., and the Sec. on the Third.—*Consonants Double* in Third Column.

4	1	4
Pro hib it	bal us trade	Pal li ate
in her it	un der take	ap pro bate
de mer it	o ver take	ir ri tate
de liv er	in ter vene	in no vate
re mem ber	per se vere	an nu al
Sep tem ber	un der mine	mer ri ment
No vem ber	al a mode	sup ple ment
me an der	pre ma ture	sat el lite
be wil der		ap pe tite
a sun der	4 un der stand	pep per mint
in tent ly	rep re hend	at ti tude
un just ly	vi o lin	but ter nut

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
 Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

## LESSON XXIV.—24.

Last two Columns Accented on the Second Syllable.

4	1	4
Bar ri er	ar ri val	as sas sin
mil lin er	al lure ment	im pel lent
sum ma ry	op po nent	sur ren der
mul ber ry	4	at tem per
nul li ty	il lus trate	un hap py
ter ri bly	em bel lish	as sem bly

## LESSON XXV.—25.

NOTE.—In the following, as in previous Lessons, the figures denote the Accented Syllables.

4	4
Jan u a ry	in sin u ate
lit er a ry	re tal i ate
sem i na ry	de lib er ate
pul mo na ry	ob lit er ate
tem po ra ry	e vap o rate
ad ver sa ry	ma lev o lent
sal u ta ry	be nev o lent

*Consonants Double.*

1	1
re mu ner ate	Al le vi ate
a e ri al	ab bre vi ate
im pe ri al	ap pro pri ate
ma te ri al	il lu mi nate
me mo ri al	4
his to ri an	as sas si nate
	em bel lish ment
	im men si ty

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
 no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

## LESSON XXVI.—26.



THE LITTLE BROTHER AND SISTER GOING TO SCHOOL.

See George and Jane go to school ! How nice he walks by her side ! He has a small bag with some cake in it for them to eat when it is noon.

They both love to go to school ; and, they try to learn all they can so as to be wise and good.

A good child minds what those say to him who teach him at school. He is kind to all, and tries to do right at all times. He comes to school clean and neat, and does not play by the way as bad boys do.

God will love and bless all those who try to do what is right.

1	2	3	4	5	1	4	8	9	1	4	8	10	11
Fate,	far,	fall,	fat,	what—	me,	met,	her,	they—	pine,	pin,	stir,	shire,	firm—

## LESSON XXVII.—27.

George, how many days are there in a year ?  
Three hundred and sixty-five.

How many weeks in a year ? Fifty-two.

How many days in a week ? Seven.

What are they called ? Sunday, Monday,  
Tuesday, Wednesday, Thursday, Friday, Satur-  
day.

How many hours in a day ? Twenty-four.

How many minutes in an hour ? Sixty.

How many seconds in a minute ? Sixty.

How many months in a year ? Twelve.

What are they called ? January, February,  
March, April, May, June, July, August, Septem-  
ber, October, November, December.

## LESSON XXVIII.—28.

When you look at the sun, at noon, your face is  
to the south. When your face is to the south,  
your back is to the north : your left hand is to the  
east, and your right hand is to the west. The sun  
rises in the east and sets in the west.

Do you love to see the lambs in the fields ?  
How they love to skip, and run, and jump on the  
hills ! When it is warm you can go to the fields  
and see them nip off the fine green grass.

Do you love to hear the birds sing in the  
grove ? How gay they are when the sun shines !  
But when the storm comes, they hide in their  
nests.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
 no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

## LESSON XXIX.—29.



## A WALK IN THE GARDEN AND THE GROVE.

What a fine sight it is to see the beautiful flowers in the garden! Ann, Charles, and James went to the garden to gather some pinks, and roses, and violets for their mother and older sisters, with which they will be much pleased.

What can be more delightful than a fine bunch of flowers! So sweet, so fragrant!

After they had given the flowers to their mother and sisters, and had taken dinner, they took a walk in the beautiful grove a short distance from the house, where they found the ground all covered with green grass; and, the shade of the trees made it very pleasant indeed.

1,	2	3	4	5.	1	4	8	9	1	4	8	10	11
Fate,	far,	fall,	fat,	what—	me,	met,	her,	they—	pine,	pin,	stir,	shire,	firm—

## LESSON XXX.—30.

When winter comes, the flowers are all dead and the leaves fall from the trees. The little birds flee away and the cold wind comes from the north.

Then little children need warm clothes, and gloves or mittens to keep their fingers warm. What would become of them in the winter, if nobody took care of them?

Many poor children suffer from cold and hunger in winter. You should always think of this; and, if you have any thing which you can spare, you should give it to those who are poor and in want of food, or clothing, or wood.

God loves those who are kind to the poor.

## LESSON XXXI.—31.

Do you know what sugar comes from? Sugar comes from a cane, like a walking-stick, that grows in the ground.

They squeeze the juice out, and boil it a long time, and that makes sugar.

Sugar is also made from the juice of other plants. It is also made from the sap which they draw from a large tree, called the maple-tree. This sap is taken from the tree in the spring of the year, when the frost is coming out of the ground. This sap they boil very much.

And what is tea? Tea is a leaf that grows on a shrub, and that is dried a great deal before it is fit for use.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

## PART II.

### Various and Peculiar Sounds of the Single Vowels, Diphthongs, and Triphthongs.

In Part II. all the varieties of the Sounds of Single Vowels, Diphthongs, and Triphthongs are given, all separately classed with their peculiarities distinctly pointed out; but, in this Part, as in Part I., only the simple *consonant* sounds are given. In this Part also, as in Part I., there are no *silent* consonants intermingled with those which are *sounded* as they are in other Spelling Books, all being classed and noted separately at the end of Part III. Neither are there in Part II., any words subject to different accentuation or pronunciation when differently applied, nor any words pronounced alike but of different orthography and signification, as *all* and *awl*, *cell* and *sell*, *con'duct*, *conduct'*, *use* and *use*, &c. Those words are all classed in Part IV., instead of being intermingled with other words, as in other Spelling Books, where these peculiarities and distinctive definitions are *not* noted, thereby causing great perplexity and embarrassment.

NOTE.—The silent vowels are noted by being printed in *Italic*. The letter *s*, when printed in *Italic*, should be sounded like *z*. When the vowel *e*, at the end of an unaccented syllable preceded by a consonant, is printed in a Roman character, the preceding vowel in that syllable should be pronounced long, as in *em-pire*; but if it be printed in *Italic*, the preceding vowel in that syllable should be pronounced short, as in *hos-tile*. When *e* ends an unaccented syllable, and is immediately preceded by a vowel which is not silent, the vowel should be pronounced long, as in *av-e-nue*; but if the vowel immediately preceding the *e* be silent, the vowel preceding that should be short, as in *cat-a-logue*. In the remaining Parts of this book, a figure, placed over a vowel, shows the accented syllable without any other direction, and determines the sound of the accented vowels which follow in that column until another figure occurs.

### Various and Peculiar Sounds of the Single Vowels.

#### LESSON I.—1.—*Consonants Single.*

Jade	stride	ire	blind	bolt
wake	dike	rive	pint	jolt
bane	strike	mild	spoke	sport
sane	tile	wild	stroke	host
ape	wile	bind	strove	most
nape	spile	hind	old	post
haste	shrine	kind	pork	dupe
taste	stripe	rind	torn	lute

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

## LESSON II.—2.

Bår	lård	mårk	hårn	mårt	sålt
jar.	yard	park	barn	part	salts
mar	harsh	shark	darn	smart	war
par	marsh	spark	yarn	tart	warm
tar	bark	stark	harp	start	warn
spar	dark	marl	sharp	starve	warp
star	hark	snarl	art	hålt	wart
hard	lark	arm	dart	malt	waltz

## LESSON III.—3.

4	slånt	skíp	måmps	plöd	dîrk
And	valve	strip	strut	bond	dirt
bland	shred	his	burnt	pond	shirt
strand	end	slit	burst	pomp	spirt
ash	elk	split	durst	shot	word
spasm	elm	spilt	wåd	solve	world
strap	lest	stilt	wash	môve	work
has	delve	midst	wand	båsh	worm
hast	helve	shrub	want	push	wont
shalt	skim	hum	was	sîr	worst
apt	skin	skulk	wasp	stir	love
have	prism	spurn	wast	bird	shove

LESSON IV.—4.—*Consonants Double.*

Röll	êll	dîll	skîll	læss	blæss
droll	dell	hill	shrill	mess	truss
stroll	tell	mill	spill	bless	buzz
småll	well	pill	still	dress	ôdd
tall	shell	rill	dull	press	doll
stall	smell	sill	hull	stress	loll
êbb	spell	till	lull	hiss	båll
add	ill	will	null	kiss	pull
shall	bill	drill	purr	miss	puss

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

LESSON V.—5.—*a* in final syllables.—*Consonants Single.*

Sò da	stân za	i dè a*	hòme made
dra ma	zè bra	ban dân a	slave trade
e ra	pa pã	di plò ma	name sake
da ta	à re a	mi às ma*	mân drake
stra ta	ma ni a	pla tì na	mem brane
vís ta	òp er a	i o ta*	in mate
là va	stâm i na	sa li va	vì brate.

LESSON VI.—6.

E stâte	hês i tate	pre pôn der ate
par take	âr bi trate	a dúl ter ate
di late	a pòs tate	in val i date
òb vi ate	re mon strate	pre des ti nate
tol er ate	mar ma lade	in ví o late
op er ate	ser e nade	a bôm i nate
dês per ate	prom e nade	pre dom i nate
pòp u late	mè li o rate	de nom i nate
nom i nate	de lín e ate	in òr di nate
ob sti nate	hu mìl i ate	sub or di nate
él e vate	re pà di ate	de bíl i tate
pen e trate	in vèt er ate	de tè ri o rate

LESSON VII.—7.

Mòr al	òr de al	pri mè val*
nòr mal	âr se nal	re mð val
dís mal	nòm i nal	ar tè ri al
spì nal	òr di nal	pro nòm i nal
pa pal	i dè al*	o ri ên tal
spi ral	bap tís mal	mon u men tal
na sal	tri bù nal*	or na men tal
mòr tal	di úr nal*	ru di men tal†
ò val	pro pò sal	det ri men tal
às tral	pe ru sal	sen ti men tal
lín e al	re pri sal	in stru men tal

\* *i*, first syllable, long.

† *u* like *oo*.

1	2	3	4	5	1	4	8	9	1	4	8	10	11
Fate,	far,	fall,	fat,	what—	me,	met,	her,	they—	pine,	pin,	stir,	shire,	firm—

## LESSON VIII.—8.

Hor i z <sup>o</sup> n tal	trádes man	ál der man
mat ri m <sup>o</sup> ni al	sales man	ár ti san
pat ri mo ni al	states man	par ti san
tes ti mo ni al	k <sup>i</sup> ns man	me r <sup>i</sup> d i an
min is te ri al	b <sup>o</sup> nd man	bar bá ri an
sen a to ri al	w <sup>o</sup> rk man	li bra ri an*
ed i to ri al	sá tan	pre des ti ná ri an
món i to ri al	súl tan	an te di lu vi an

## LESSON IX.—9.

Pl <sup>i</sup> ant	st <sup>i</sup> m u lant	re dán dant
p <sup>e</sup> d ant	ad a mant	as pl <sup>i</sup> rant
ten ant	ad ju tant	im p <sup>o</sup> r tant
d <sup>o</sup> rk mant	mil i tant	i t <sup>i</sup> n er ant*
r <sup>e</sup> m nant	vis i tant	in t <sup>o</sup> l er ant
in stant	pr <sup>o</sup> t es tant	pro tú ber ant
im plánt	r <sup>e</sup> l e vant	pre p <sup>o</sup> n der ant
trans plant	pur s <sup>u</sup> ant	pre dom i nant
rá di ant	a bún dant	in háb i tant

## LESSON X.—10.

P <sup>o</sup> lar	a wárd	b <sup>i</sup> as
ásh lar	re ward	át las
stan dard	em bárk	t <sup>o</sup> paz
tan yard	re mark	prél ate
land mark	a larm	sen ate
p <sup>o</sup> st mark	a part	pl <sup>i</sup> rate
luke warm	de part	pri vate
rám part	im part	bi valve
up start	hárd ware	a básh
de bárk	hár ald	per haps
de mand	up land	ó pi ate
re mand	p <sup>o</sup> t ash	ém e rald
re tard	k <sup>i</sup> d nap	ul ti mate

\* i, first syllable, long.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

LESSON XI.—11.—*Consonants Double.*

V <sup>1</sup> l la	va n <sup>1</sup> l la	n <sup>1</sup> r rate
man na	di lem ma	an nals
sen na	ho san na	er rand
mam m <sup>1</sup> a	sa van na	har ass
ad d <sup>1</sup> en da	er r <sup>1</sup> a ta	wind lass
um brel la	pi á <sup>1</sup> z za	tres pass
ma nil la	sar sa pa ril la	w <sup>1</sup> r rant

LESSON XII.—12.

A máss	ap p <sup>1</sup> en dant	al l <sup>1</sup> a vi al
mo rass	at ten dant	ter r <sup>1</sup> es tri al
sup plant	as sis tant	ir rel e vant
sá <sup>1</sup> p pli ant	ir r <sup>1</sup> a di ate	im m <sup>1</sup> e di ate
im m <sup>1</sup> or al	an ni hi late	sem i á <sup>1</sup> n nu al
im m <sup>1</sup> or tal	bi é <sup>1</sup> n ni al*	im ma t <sup>1</sup> e ri al
trans m <sup>1</sup> it tal	tri en ni al*	ter ri to ri al
ap pr <sup>1</sup> o val	per en ni al	sub ter ra ne an
em bá <sup>1</sup> r rass	mil len ni al	med i ter ra ne an

LESSON XIII.—13.—*e in final syllables.—Consonants Single.*

Dè le	l tem	di v <sup>1</sup> est
pr <sup>1</sup> o <sup>1</sup> v erb	o men	s <sup>1</sup> im i le
á <sup>1</sup> d verb	h <sup>1</sup> or net	ó <sup>1</sup> b so lete
b <sup>1</sup> i ped	ó <sup>1</sup> n set	s <sup>1</sup> en ti nel
ha tred	á <sup>1</sup> r dent	res i dent
sti pend	stá <sup>1</sup> te ment	pr <sup>1</sup> o <sup>1</sup> v i dent
r <sup>1</sup> é <sup>1</sup> v el	pave ment	op u lent
m <sup>1</sup> ó <sup>1</sup> d el	sh <sup>1</sup> ip ment	á <sup>1</sup> r ma ment
nov el	vest ment	ó <sup>1</sup> r na ment
lá <sup>1</sup> bel	s <sup>1</sup> ol vent	v <sup>1</sup> e he ment
li bel	mod est	ím <sup>1</sup> ple ment
dám sel	h <sup>1</sup> ar vest	ten e ment
m <sup>1</sup> ár vel	por t <sup>1</sup> end	m <sup>1</sup> on u ment
pr <sup>1</sup> o <sup>1</sup> b lem	re sent	prom i nent

\* i, first syllable, long.

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
 Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

## LESSON XIV.—14.

Bi t <sup>h</sup> men	su per s <sup>e</sup> de	a b <sup>o</sup> l ish ment
en <sup>a</sup> m el	min u <sup>e</sup> nd	as ton ish ment
post p <sup>o</sup> ne ment	sub tra hend	e st <sup>a</sup> b lish ment
de port ment	rep re sent	pre em i nent
a p <sup>a</sup> rt ment	t <sup>a</sup> m per a ment	om nip o tent
de part ment	e p <sup>i</sup> t o me	om ni pr <sup>a</sup> s ent
re s <sup>e</sup> nt ment	un lim it ed	in de pen dent
im pr <sup>o</sup> ve ment	e m <sup>o</sup> l u ment	su per in t <sup>e</sup> nd
in s <sup>o</sup> l vent	im p <sup>a</sup> d i ment	su per in t <sup>e</sup> n dent

LESSON XV.—15.—*Consonants Double.*

P <sup>o</sup> s se	<sup>a</sup> s sets	as s <sup>e</sup> ss ment
w <sup>e</sup> ll bred	t <sup>o</sup> rr rent	as s <sup>o</sup> rt ment
ill bred	un w <sup>e</sup> ll	im m <sup>o</sup> dd est
tram mel	mis spell	ap pre h <sup>e</sup> nd
tas sel	p <sup>a</sup> rr al lel	em b <sup>a</sup> rr rass ment
s <sup>o</sup> nn net	ap p <sup>a</sup> rr el	in ter m <sup>i</sup> tt tent

LESSON XVI.—16.—*In ess.—Other Consonants Single.*

N <sup>a</sup> me less	like ness	sh <sup>o</sup> rt ness	n <sup>a</sup> m ber less
shame less	vile ness	b <sup>a</sup> dd ness	sh <sup>a</sup> me less ness
taste less	prone ness	mad ness	hope less ness
hope less	sore ness	sad ness	use less ness
use less	pure ness	rash ness	<sup>a</sup> rt less ness
h <sup>a</sup> rm less	mild ness	damp ness	<sup>e</sup> nd less ness
art less	wild ness	red ness	help less ness
<sup>e</sup> nd less	kind ness	brisk ness	m <sup>o</sup> rr bid ness
help less	blind ness	wit ness	sor did ness
rest less	bold ness	blunt ness	p <sup>a</sup> rr trid ness
p <sup>a</sup> le ness	h <sup>a</sup> rr ness	mis tress	sla vish ness
lame ness	hard ness	un l <sup>e</sup> ss	so ber ness
same ness	dark ness	re dress	l <sup>i</sup> m ber ness
base ness	harsh ness	de press	ten der ness
late ness	b <sup>a</sup> ld ness	re press	wil der ness

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

LESSON XVII.—17.

Tår di ness	mån li ness	re síst less
hò li ness	wòrld li ness	se date ness
state li ness	love li ness	po lite ness
live li ness	rås ti ness	mo rose ness
home li ness	là zi ness	re mote ness
lone li ness	sål tri ness	ab rúpt ness

LESSON XVIII.—18.—In ess.—*Other Consonants Double.*

4	shríll ness	blås sed ness
Ab bess	as sæss	bar ren ness
òdd ness	pos sess	bit ter ness
tåll ness	ad dress	mud di ness
small ness	op press	hap pi ness
íll ness	sup press	wit ti ness
still ness	pæn ni less	diz zi ness

LESSON XIX.—19.—*i in final syllables.—Consonants Single.*

Dém i	tòr pid	år tist	tår pen tine
sem i	pòl ish	dæn tist	tam a rind
in side	tår nish	be sides	òb e lisk
man like	var nish	re side	ås te risk
wår like	nòs tril	pre side	pårt ner ship
tårn pike	rob in	di vide	prè ter it
bed time	mås lin	di vine	mòr al ist
sun shine	hård ship	de sire	nov el ist
pis mire	lòrd ship	be hind	e ståb lish
em pire	wòr ship	man kind	a bòl ish
um pire	bå sis	un kind	de mol ish
sòl id	vås it	re mind	ad mon ish
mòr bid	vøm it	here ín	as ton ish
tår bid	òr bit	re sist	man da rín
sòr did	å nit	ma ríne	me tróp o lis
hå mid	pål pit	ton tine	lit er å ti*
stu pid	båp tist	ål ka li	a man u én sis

\* i, last syllable, long.

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
 Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

## LESSON XX.—20.

Ráp tile	vól a tile	ván dal ism
hós tile	mâr i time	bâr ba risim
ráp ine	her o ine	dês po tism
des tine	al ka line	pre dês tine
dè ism	val en tine	in tes tines
báp tism	lib er tine	lîb er tin ism
jù ve nile	ul tra ism	som nâm bu lism
pu e rile	her o ism	ad a mân tine

## LESSON XXI.—21.

<sup>5</sup> Ol ive	in và sive	îm i ta tive
pên sive	ad he sive	med i ta tive
nâ tive	a bu sive	pre pâr a tive
mo tive	a mu sive	im per a tive
âm a tive	re pâl sive	de riv a tive
rel a tive	im pul sive	dí mîn u tive
sub stan tive	pro mỗ tive	re trib u tive
prim i tive	a bôr tive	re stỗ ra tive
pỗs i tive	re tễn tive	de mỗn stra tive
trân si tive	pre ven tive	in tả i tive
sen si tive	in ven tive	in trân si tive
e rà sive	ôp er a tive	rep re hễn sive
e va sive	ân i ma tive	de lîb er a tive
	nỗm i na tive	rep re sễn ta tive

LESSON XXII.—22.—*Consonants Double.*

Hôr rid	bât ter milk	sub mắs sive
tor rid	bủl le tin	im pres sive
bob bin	áp po site	op pres sive
wínd mill	ôp po site	at ten tive
ill wắll	ban dắt ti	pâl li a tive
a miss	el lip sis	ir rêl a tive
re miss	nắr ra tive	il lus tra tive
pà per mill	pos sắs sive	ap pre hễn sive

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

LESSON XXIII.—23.—*o* in final syllables.—*Consonants Single.*

Tri o	bra vâ do	pâr port	up òn
lîm bo	tor pe do	âl most	de spond
sò lo	ro tûn do	în most	re spond
he ro	pro vî so	ut most	be yond
ze ro	tô ma to	bed post	a dopt
âl so	me mên to	im post	re solve
vê to	des pe râ do	post pône	ab solve
jûn to	or a to ri o	be hold	e volve
brâ vo	mîlle stone	up hold	re volve
a dô	lime stone	pa trol	in volve
un do	brîm stone	re volt	re môve
pa nâ do	wôrkh shop	un bolt	im prove
tor na do	dês pot	re port	a bôve

LESSON XXIV.—24.—*o*, before *r*, like broad *a* long.

3	sôrt	ab sôrb	pru nêl lo*
Orb	short	sub orn	mu lat to
nor	snort	a dorn	in nu ên do
Lord	lând lord	ab hor	mîll stone
stork	in born	re sort	al lôt
storm	hârts horn	re tort	sup pôrt
born	dô nor	<i>Con. Doub.</i>	as sôrt
horn	stu por	Dît to	ap prôve
morn	tôr per	mêt to	în ner most

LESSON XXV.—25.—*u* in final syllables.—*Consonants Single.*

Zê bu	bô nus	u sârp
vôl ume	wâl rus	re sult
trib une	nôn plus	în ter lude
trib ute	wâl nut	sôl i tude
sub urb	în jure	vês ti bule
am bush	re sùme	res o lute
bûl rush	pre sume	prôs ti tute
mâr mur	di lute	râ di us

\* *u* like *oo*.

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
 Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

## LESSON XXVI.—26.

5	Om ni bus	al um	Con. Double.
	st <sup>4</sup> im u lus	al bum	V <sup>4</sup> el lum
	o ver plus	m <sup>4</sup> e di um	er ra tum
	i <sup>4</sup> m pe tus	o di um	o p <sup>4</sup> os sum
	h <sup>4</sup> al i but	pre mi um	pal la di um
	man da mus	o pi um	mil len ni um
	hi a tus*	m <sup>4</sup> in i mum	op pr <sup>4</sup> o bri um
	im por t <sup>4</sup> une	mu se um	las si tude
	lit er a ture	po ma tum	mit ti mus
	tem per a ture	mo men tum	blun der buss
	be at i tude	em po ri um	op por t <sup>4</sup> une
	si mil i tude	de lir i um	in ter rupt
		mem o ran dum	ap pa ra tus

## LESSON XXVII.—27.—y long.—Consonants Single.

T <sup>4</sup> ype	re ply	st <sup>4</sup> e re o type	p <sup>4</sup> yr a mid
hy dra	im ply	hy me ne al	Con. Double.
hy men	e spy	y short.	Sl <sup>4</sup> y ness
ty rant	m <sup>4</sup> ul ti ply	ber yl	dry ness
hy drant	an o dyne	tym pan	h <sup>4</sup> ys sop†
hy son†	pr <sup>4</sup> os e lyte	syl van	al ly
re ly	an ti type	syn od†	ap ply
Ju ly	hy e na	sys tem	sup ply
de ny	a sy lum	myr i ad	a byss

## LESSON XXVIII.—28.—y, unaccented, like e long.—Con. Single.

B <sup>4</sup> od y	h <sup>4</sup> as ky	l <sup>4</sup> ove ly	m <sup>4</sup> as ty
h <sup>4</sup> ar dy	wi de ly	ar my	rus ty
tar dy	home ly	nine ty	trus ty
h <sup>4</sup> an dy	wise ly	has ty	a bly
san dy	on ly	p <sup>4</sup> ar ty	p <sup>4</sup> al try
mil ky	w <sup>4</sup> or ld ly	d <sup>4</sup> ir ty	w <sup>4</sup> in try
sil ky	h <sup>4</sup> ard ly	m <sup>4</sup> as ty	no bod y
bul ky	harsh ly	dus ty	rem e dy

\* i long.

† o like u short.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

## LESSON XXIX.—29.

Prỗ o dy	hu mẵne ly	as trỗn o my
hẵs ti ly	su preme ly	a nẵt o my
prẵs ent ly	un mẵn ly	mo nẵt o ny
mỗđ est ly	vỉ o lent ly	in đẻl i bly
rẵp id ly	ẻm i nent ly	in vis i bly
prỗb a bly	ỗb sti nate ly	in sen si bly
ẻn e my	rẻs o lute ly	i đỏl a try*
bỗt a ny	pỗs i tive ly	de lỉb er ate ly
nov el ty	ẩđ mi ral ty	e lab o rate ly
pov er ty	tỏl er a bly	un ẩl ter a bly
prop er ty	mẩs er a bly	in tỏl er a bly
mod es ty	ad mi ra bly	in vắ ri a bly
mẩj es ty	a nỏm a ly	in vi o la bly
her al dry	mo nop o ly	in ẻv i ta bly
pỏ e try	a bẵn dant ly	in im i ta bly

LESSON XXX.—30.—*Consonants Double.*

Hỗb by	mỗr al ly	sủm ma ri ly
lob by	tỏ tal ly	ỗp po site ly
bẩl ly	mỗr tal ly	un hắp pi ly
pỗp py	hỗr ri bly	at ten tive ly
stắr ry	pos si bly	im mỗđ es ty
sỗr ry	ẩn nu al ly	ma tẻ ri al ly
wỏr ry	lib er al ly	il lỉb er al ly
drẻs sy	sev er al ly	im mẻ di ate ly
rẻ al ly	nỏm i nal ly	hor i zỏn tal ly

LESSON XXXI.—31.—*In ary.—Consonants Single.*

Rỏ sa ry	plắn e ta ry	he rẻđ i ta ry
a pi a ry	mỏ men ta ry	in vỏl un ta ry
a vi a ry	vỏl un ta ry	su per nủ mer a ry
drỏm e da ry	sol i ta ry	<sup>4</sup> Double Consonants.
sủb lu na ry	ẩr bi tra ry	Em is sa ry
lủ mi na ry	pre lỉm i na ry	sup ple mẻn ta ry

\* i long.

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
 Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

LESSON XXXII.—32.—In ery.—*Consonants Single.*

M <sup>is</sup> er y	år ter y	shråb ber y
em er y	wå ter y	tan ner y
ev er y	slå ver y	nun ner y
liv er y	bra ver y	slip per y
brì ber y	síl ver y	õr rer y
bin der y	mõn as ter y	båt ter y
ba ker y	de lîv er y	lõt ter y
dra per y	a dul ter y	pot ter y
po per y	<i>Consonants Double.</i>	bût ter y
nûr ser y	Rõb ber y	ar tîl ler y

LESSON XXXIII.—33.—In ony and ory, o like short u.—*Consonants Single.*

Pì on y	så vor y	prõm on tor y
éb on y	i vor y	pro vî'sor y
hår mon y	âm a tor y	de lu sor y
ål i mon y	pred a tor y	un sa vor y
mat ri mon y	dil a tor y	láb o ra tor y
pat ri mon y	õr a tor y	pre pår a tor y
pår si mon y	mån da tor y	pro hib i tor y
ân ti mon y	rò ta tor y	pre mõi i tor y
tes ti mon y	dõr mi tor y	re pos i tor y
prì or y	trån si tor y	<i>Consonants Double.</i>
mêm or y	in ven tor y	Pîl lor y
år mor y	des ul tor y	prõm is sor y
hås tor y	rep er tor y	tår ri tor y

LESSON XXXIV.—34.—In sy and ety.—*Consonants Single.*

Rò sy	hår e sy	sa tì e ty
pål sy	lep ro sy	e bri e ty
tån sy	ep i lep sy	so bri e ty
tip sy	pì e ty	pro pri e ty
drõp sy	im pì e ty	no to ri e ty
pår sy	va ri e ty	im pro pri e ty

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

LESSON XXXV.—35.—In ity.—*Consonants Single.*

Dè i ty	in sán i ty	tí mǎd i ty
prǒb i ty	bar bar i ty	hu mid i ty
dén si ty	de prav i ty	ra pid i ty
re ál i ty	se ren i ty	stu pid i ty
mo ral i ty	te mer i ty	a vid i ty
plu ral i ty	as per i ty	a bil i ty
vi tal i ty*	pros per i ty	sta bil i ty
bru tal i ty†	pos ter i ty	de bil i ty
mor tal i ty	se ver i ty	no bil i ty
ur ban i ty	va lid i ty	hu mil i ty
hu man i ty	so lid i ty	ste ril i ty

LESSON XXXVI.—36.

U tǎl i ty	im pǎ ní ty	per so nǎl i ty
hos til i ty	in dēm ní ty	hos pí tal i ty
ser vil i ty	so lem ní ty	sim i lar i ty
sub lim i ty	im pǎ rí ty	pop u lar i ty
di vin i ty	ma tu rí ty	in tre pid i ty
na tiv i ty	pro pǎn sí ty	in a bil i ty
pri ōr i ty*	in ten sí ty	li a bil i ty*
ma jor i ty	i den tí ty	prob a bil i ty
mi nor i ty	sa lǎ bri ty	du ra bil i ty
ab sǎr dí ty	per pe tu i ty	vis i bil i ty
e nǒr mí ty	lib er ál i ty	sen sí bil i ty

LESSON XXXVII.—37.

Sol u bǎl i ty	in stru men tǎl i ty
ver sa til i ty	a mí a bil i ty
u na nim i ty	pen e tra bil i ty
se ní ōr i ty	in sen sí bil i ty
an i mos i ty	re spon sí bil i ty
im por tǎ ní ty	su pe rí ōr i ty
ma te rí ál i ty	an te rí or i ty
u ní ver sal i ty	in dí vis i bǎl i ty

\* i, first syllable, long.

† u like oo.

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

LESSON XXXVIII.—38.—*Consonants Double.*

Jǎl li ty	pos si bǎl i ty
od di ty	il lib er al i ty
an nǎ i ty	mal le a bil i ty
im mu ni ty	im mu ta bil i ty
as si dǎ i ty	ir ri ta bil i ty
im mo rǎl i ty	im pos si bil i ty
im mor tal i ty	pu sil la nim i ty
op por tǎ ni ty	im ma te ri al i ty

LESSON XXXIX.—39.—*y differently pronounced.*

Shǎ ly	dǎ nas ty	pres by tǎ ri an
sly ly	sy nǒp sis	er y sǎp e las
dry ly	dǎs en ter y	<i>Consonants Double.</i>
mǎr tyr*	pres by ter y	Tǎr an ny
ǎm bry o	a nǎl y sis	em bas sy
mys ter y	pa ral y sis	sym me try

LESSON XL.—40.—*s, in se, sharp and hissing.*—*Consonants Single.*

Bǎse	nǎn sense	ǎ ni verse	de spǎse
pǎrse	ǎd verse	a bǎse ment	sur prise
sparse	a bǎse	de base ment	de pose
hǎrse	de base	im bǎrse ment	re pose
ǎlse	e rase	hy pǎt e nuse†	im pose
pulse	mo rose	s, in se, flat like z.	trans pose
dense	ob tuse	Wise	a rose
tense	ab struse	prose	a muse
rinse	re pǎlse	sǎn rise	pe ruse
lapse	sus pense	sǎde wise	a mǎse ment
nurse	re spǎnse	like wise	ad ver tǎse
purse	re lǎpse	ǎnd wise	su per vise
wǎrse	re mǎrse	pre mǎse	in ter pose
ǎm pulse	im bǎrse	sur mise	<i>Con. Double.</i>
mǎr tise	va lǎse	a rise	Op pǎse
pǎr pose†	pǎr a dise	re vise	sup pose

\* y like short u.

† o like short u.

‡ y like long i.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

LESSON XLI.—41.—Ending in *ze*.—*Consonants Single.*

Háze	í dol ize*	máin er al ize
blaze	súb si díze	mo nóp o lize
a máze	tan ta lize	a pos ta tize
bap tize	hár mo nize	ma tè ri al ize
rè al ize	sól em nize	me mo ri al ize
mór al ize	bár ba rize	<i>Consonants Double.</i>
hú man ize	tém po rize	As síze
púl ver ize	dram a tize	mét al lize
mód ern ize	lib er al ize	im mór tal ize

LESSON XLII.—42.—*e*, unaccented, like short *i*.—*Con. Single.*

Ná ked	plán et	sór rel	búl let
wór sted	riv et	vés sel	pul let
bush el	már ket	sud den	ém met
bév el	mús ket	sul len	plum met
lev el	hel met	wár ren	lin net
hóv el	trum pet	mít ten	bón net
tín sel	vel vet	mal let	rán net
mór sel	<i>Con. Double.</i>	wál let	tip pet
máin strel	Póm mel	bíl let	pup pet
lin en	kén nel	mil let	rus set
sløv en	tun nel	ril let	sud den ness
sù et	bar rel	skil let	sul len ness

LESSON XLIII.—43.—*a*, unaccented, like short *u*.—*Con. Single.*

Ríb ald	bús tard	búl wark	jál ap
ví and	in ward	dám ask	mór tar
hús band	ón ward	mad am	<i>Con. Double.</i>
haz ard	úp ward	bed lam	Píl lar
liz ard	wind ward	bál sam	dól lar
viz ard	west ward	wóm an	dúl lard
wiz ard	in wards	túr ban	buz zard

\* *o* like short *u*.

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

LESSON XLIV.—44.—*e*, in *er*, unaccented, like short *u*.—*Consonants Single.*

Sliv er	pr <sup>5</sup> os per	l <sup>5</sup> ob ster	år bi ter
pr <sup>5</sup> op er	m <sup>5</sup> i ser	b <sup>5</sup> ol ster	par tå ker
h <sup>5</sup> ov er	l <sup>5</sup> o ser	hol ster	re por ter
lov er	p <sup>5</sup> år ser	m <sup>5</sup> õn ster	im por ter
bår ber	w <sup>5</sup> å ter	êm bers	di vi ders
ål der	hal ter	m <sup>5</sup> õd ern	sus p <sup>5</sup> en ders
wån der	b <sup>5</sup> ol ter	tåv ern	de liv er er
pon der	plån ter	lan tern	a dul ter er
yon der	prin ter	wes tern	as tr <sup>5</sup> õn o mer
wõn der	hun ter	wån der er	i dol a ter*
ør der	bår ter	plån der er	di åm e ter*
bor der	p <sup>5</sup> ør ter	pr <sup>5</sup> øv en der	ba r <sup>5</sup> õm e ter
pårt ner	m <sup>5</sup> ø ver	d <sup>5</sup> i a per	ad m <sup>5</sup> ån is ter
dåm per	ì dler	bål us ter	ad ver tì ser

LESSON XLV.—45.—*Consonants Double.*

J <sup>5</sup> ob ber	sk <sup>5</sup> im mer	p <sup>5</sup> õt ter	m <sup>5</sup> åd sum mer
rob ber	trim mer	tot ter	kid nap per
r <sup>5</sup> ub ber	skip per	blot ter	bar ris ter
spel ler	h <sup>5</sup> õp per	trot ter	de mår rer
r <sup>5</sup> ol ler	ot ter	n <sup>5</sup> íp pers	sup p <sup>5</sup> ør ter

LESSON XLVI.—46.—*o*, unaccented, like short *u*.—*Con. Single.*

V <sup>5</sup> en om	t <sup>5</sup> en on	år dor	r <sup>5</sup> i ot
at om	her on	spl <sup>5</sup> en dor	p <sup>5</sup> iv ot
sel dom	ten don	m <sup>5</sup> å jor	tur bot
ran dom	wån ton	pår lor	hår lot
wis dom	p <sup>5</sup> ås ton	tr <sup>5</sup> è mor	silk worm
b <sup>5</sup> ø som	bish op	tu mor	tire some
rån som	val or	år mor	lone some
li on	lå bor	vå por	bår on et
tål on	år bor	ju ror	p <sup>5</sup> è ri od
mel on	har bor	sp <sup>5</sup> õn sor	våt ri ol
lem on	ø dor	tå tor	id i om

\* *i* long.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
 no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

## LESSON XLVII.—47.

Músk mel on	en vên om	su pè ri or
ôr i son	a ban don	an te ri or
ù ni son	en vî ron	in te ri or
me te or	en âm or	o blív i on
êm per or	trans là tor	pro pri e tor
sen a tor	tes ta tor	su per vî sor
ôr a tor	tor mên tor	me di a tor
êd i tor	lem on áde	mod er a tor
môn i tor	nú mer a tor	de nôm i na tor
íd i ot	âr bi tra tor	ad min is trà tor

LESSON XLVIII.—48.—*Consonants Double.*

Mâm mon	têr ror	bôt tom less
sum mon	mîr ror	stúb born ness
blôs som	hôr ror	as sês sor
bot tom	sâm mons	pos ses sor
stúb born	ab bot	op pres sor
er ror	par rot	ín no va tor

LESSON XLIX.—49.—Ending in *le, e* silent.—*Consonants Single.*

Sá ble	râm ble	tríp le	âr a ble
ta ble	bram ble	am ple	par a ble
sta ble	trem ble	sam ple	sá la ble
bi ble	nim ble	tram ple	ta ma ble
no ble	rum ble	tem ple	bla ma ble
la dle	tum ble	pim ple	pál pa ble
ma ple	stum ble	sim ple	dù ra ble
sta ple	dan dle	pur ple	ra ta ble
ti tle	han dle	tur tle	mô va ble
mâr ble	kin dle	myr tle*	pro va ble
spar kle	spin dle	lî a ble	sî za ble
star tle	brin dle	pli a ble	sôl u ble
wâr ble	bun dle	prôb a ble	rîs i ble
trêb le	trun dle	tên a ble	vis i ble

\* *y* like short *e*.

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

## LESSON L.—50.

Sên si ble  
prê am ble  
mûl ti ple  
en â ble  
un a ble  
en ti tle  
re sêm ble  
en kin dle  
vâl u a ble  
pit i a ble  
â mi a ble

vâ ri a ble  
ên vi a ble  
tôl er a ble  
vên er a ble  
mis er a ble  
vul ner a ble  
per ish a ble  
pun ish a ble  
mâr ket a ble\*  
ês ti ma ble  
rep a ra ble

sêp a ra ble  
mem o ra ble  
ad mi ra ble  
pal a ta ble  
rep u ta ble  
hab i ta ble  
im i ta ble  
hỗ pi ta ble  
tên an ta ble  
lam en ta ble  
pen e tra ble

## LESSON LI.—51.

Re li a ble  
im prôb a ble  
re mâr ka ble  
un sâ la ble  
un ta ma ble  
un bla ma ble  
pre su ma ble  
a me na ble  
de si ra ble  
re spi ra ble  
a do ra ble

de plô ra ble  
en du ra ble  
ad vi sa ble  
de spi sa ble  
de ba ta ble  
im pu ta ble  
de tês ta ble  
de rî va ble  
re mô va ble  
re pro va ble  
im pro va ble

de mỗn stra ble  
in dêl i ble  
di vis i ble  
in vis i ble  
in sen si ble  
os ten si ble  
re spôn si ble  
in vâl u a ble  
re mễ di a ble  
in va ri a ble  
in tôl er a ble

## LESSON LII.—52.

In vâl ner a ble  
in sù per a ble  
un âl ter a ble  
in vî o la ble  
in ês ti ma ble  
a bỗm i na ble  
in sêp a ra ble  
in hab i ta ble

in ỉm i ta ble  
in dỗm i ta ble  
in êv i ta ble  
in dủ bi ta ble  
in hỗ pi ta ble  
im pên e tra ble  
un de nỉ a ble  
rep re hên si ble

\* first e like short i.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

LESSON LIII.—53.—*Consonants Double.*

Báb ble	stáð dle	níp ple	két tle
rab ble	strad dle	rip ple	net tle
peb ble	wád dle	tip ple	set tle
nib ble	pád dle	sup ple	lit tle
bub ble	mid dle	hóp ple	tit tle
stub ble	rid dle	stop ple	spit tle
hób ble	hud dle	bát tle	brit tle
ád dle	pud dle	rat tle	shut tle
pad dle	nód dle	tat tle	bót tle
sad dle	áp ple	prat tle	dáz zle

LESSON LIV.—54.

Máz zle	un sét tle	im mō va ble
puz zle	em bez zle	ap pro va ble
tíl la ble	mál le a ble	ad mís si ble
ter ri ble	ut ter a ble	im pōs si ble
hōr ri ble	ir ri ta ble	in nú mer a ble
pos si ble	wár ran ta ble	un át ter a ble
en nō ble	sup pō sa ble	an nī hi la ble
as sēm ble	im mu ta ble	ir rēp a ra ble

LESSON LV.—55.

Un wár ran ta ble	ir re spōn si ble
il lím i ta ble	in ad mís si ble
ir re mō va ble	ir re sis ti ble
ir re pro va ble	ir re mē di a ble

Words which end in *ment* and *ess*, *e*, in *le*, being silent.

Nō ble ness	brít tle ness	á mi a ble ness
nám ble ness	bat tle ment	va ri a ble ness
í dle ness	set tle ment	a dō ra ble ness
lít tle ness	dù ra ble ness	em béz zle ment

Words which end in *el*, *e* being silent.

Shék el	rív el	drív el	shōv el
rav el	sniv el	shriv el	há zel

1	2	3	4	5	1	4	8	9	1	4	8	10	11
Fate,	far,	fall,	fat,	what—	me,	met,	her,	they—	pine,	pin,	stir,	shire,	firm—

LESSON LVI.—56.—Ending in *en*, *e* silent.—*Consonants Single.*

Ris en	tò ken	par tà ken	híd den
sev en	spo ken	mis ta ken	tròd den
driv en	bro ken	a wa ken	háp pen
òv en	dår ken	un e ven	bit ten
doz en	rì pen	en li ven	kit ten
là den	o pen	un bår den	ròt ten
wi den	shòr ten	un der tà ken	un bíd den
hår den	è ven	<i>Con. Double.</i>	un tròd den
wår den	wo ven	Såd den	Ending in <i>ess.</i>
tà ken	bra zen	red den	ò pen ness
sha ken	e lèv en	bid den	e ven ness

LESSON LVII.—57.—*o*, in *on*, silent.—*Consonants Single.*

Prís on	år son	im prís on	<i>Con. Double.</i>
pår don	par son	em blå zon	Båt ton
må son	sè ton	pår don a ble	mut ton
dåm son	bla zon	im prís on ment	un båt ton

## PROPER DIPHTHONGS.

LESSON LVIII.—58.—*oi* occurs.—*Consonants Single.*

NOTE.—The figures are not placed over the proper Diphthongs, in this work, both vowels being sounded, as ðíl, lóðd, (*ov* and *oy*, when proper Diphthongs, being sounded the same as *oi* and *ou*); and the Diphthong notes the accented syllable, unless another syllable has a figure over it. In the remainder of this work, *e*, in unaccented *er* and *ery*, should be pronounced like short *u*, and *i* and *y*, unaccented or ending a syllable not accented, like long *e*, unless otherwise noted.

Void	joint	boil er	ås ter oid
oil	point	loi ter	moi e ty
boil	hoist	poi son	em broi der
roil	joist	a void	res er voir
soil	moist	de void	vå ri o loid
toil	noise	en join	em broi der y
spoil	poise	pur loin	<i>Con. Double.</i>
broil	toil et	me moir	Noise less
join	oint ment	a droit	ap point
loin	noi sy	a noint	ap point ment

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

LESSON LIX.—59.—*oy* occurs.—*Consonants Single.*

Joy	boy ish	de stroy	em ploy ment
toy	oy ster	loy al ty	<i>Consonants Double.</i>
troy	ên voy	roy al ty	Al loy
loy al	en joy	em ploy er	an noy
roy al	em ploy	en joy ment	pen ny roy al

LESSON LX.—60.—*ou* occurs.—*Consonants Single.*

Loud	shout	out ward*	sur mount
proud	spout	out er	a rouse
shroud	trout	loud ly	e spouse
bound	stout	sound ly	tân ta mount
hound	sprout	boun ty	boun da ry
mound	mount	a bound	su per a bound
pound	oust	re dound	in sur moun ta ble
round	souse	pro pound	<i>Consonants Double.</i>
sound	spouse	a round	Bound less
noun	out set	as tound	loud ness
sour	out side	de vour	round ness
ours	out line	a bout	sound ness
out	house hold	de vout	sour ness
pout	prô noun	a mount	sur round

LESSON LXI.—61.—*ow* occurs.—*Consonants Single.*

How	drown	pow der	show er y
now	drowse	drow sy	a vow al
vow	bow els	row el†	en dow ment
brow	row en	tow el†	how êv er
prow	brown ish	vow el†	how bè it
owl	town ship	trow el†	sêm i vow el†
howl	bow er	down ward*	<i>Consonants Double.</i>
prowl	dow er	en dow	Down hill
down	pow er	a vow	prow ess
town	tow er	re nown	al low
brown	show er	bow er y	al low a ble

\* *a* like short *u*.† *e* like short *i*.

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
 Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

## IMPROPER DIPHTHONGS.

LESSON LXII.—62.—*ai*, like long *a*, occurs.—*Consonants Single.*

1	tráin	rái ment	de táil
Aid	stain	hail stone	en tail
paid	sprain	párs laint†	pre vail
jail	strain	plan taint†	be wail
nail	trait	jáil er	or dain
rail	paint	nail er	re main
snail	saint	wait er	do main
trail	taint	pain ter	de tain
aim	bônd maid	dai ly	re tain
maim	mílk pail	vain ly	ob tain
blain	máin sail	dai ry	per tain
slain	dôve tail	dai sy	sus tain
brain	pôr trait	dain ty	ab stain
drain	main mast	up bráid	re strain

LESSON LXIII.—63.

A wáit	en ter táin	<i>Con. Double.</i>
re straint	a váil a ble	Víl laint†
dái ry maid	en ter táin ment	pláin ness
en táil ment	sáil or*	as sáil
re main der	tai lor*	at tain
o ver láid	traí tor*	at tain ment
o ver paid	moun taint†	ap per táin

LESSON LXIV.—64.—*ay*, like long *a*, occurs.—*Consonants Single.*

Láy	spráy	ál ways	por tráy†
May	stray	Sún day†	a stray
pay	pláy mate	Môn day†	yês ter day
ray	pay ment	de láy	run a way
say	day time	re lay	páy a ble
play	may day	way lay	<i>Con. Double.</i>
bray	pay day	re pay	Míd day
dray	play day	a way	al láy
stay	míd way	be tray	ar ray

\* *o* like short *u*.† *a*, last syllable, silent.‡ *o* long.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

LESSON LXV.—65.—*ee* occurs.—*Consonants Single.*

Trée	sèek	kèep	stèer	sèed time
spree	sleek	peep	sheet	bee hive
deed	eel	weep	sleèt	pee vish
heed	keel	sheep	street	keep er
weed	reel	sleep	sleeve	need y
bleed	deem	steep	sneeze	sleep y
speed	keen	jeer	breeze	keen ly
breed	spleen	leer	nine teen	deep ly
steed	teens	veer	keep sake	nee dle
meek	deep	sneer	steel yard	stee ple

LESSON LXVI.—66.

Trus tèè	dev o tèè	<i>Con. Double.</i>
in deed	pat en tee	Hèed less
mis deed	ab sen tee	need less
re deem	rep ar tee	sleep less
e steem	pis ta reen	meek ness
nan keen	pi o neer*	keen ness
a sleep	dom i neer	steep ness
ve neer	mu ti neer	meet ness
jù bi lee	o ver seer	rap pèè
sév en teen	pri va teer*	les see
re dèem er	vol un teer	set tee
o ver sèè	re dèem a ble	pèè vish ness

LESSON LXVII.—67.—*ea*, like long *e*, occurs.—*Consonants Single.*

Pèa	snèak	rèam	nèar	rèap	trèat
tea	speak	dream	rear	eat	east
plea	streak	steam	year	heat	beast
bead	deal	stream	smear	neat	ease
plead	meal	bean	spear	peat	heave
beard	veal	dean	heap	seat	weave
beak	zeal	means	leap	teat	eaves
bleak	beam	ear	neap	bleat	heaves

\* *i* long.

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
 Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

## LESSON LXVIII.—68.

Lēap year	wēa ver	ēa sy	re vēal
sea man	eas tern	trea ty	en dear
treat ment	leak y	mea sles	re peat
spear mint	dear ly	weak en	re treat
reap er	year ly	eat en	en treat
hear er	wea ry	bo hēa	re lease
bea ver	drea ry	re peal	be reave

## LESSON LXIX.—69.

Rēa son	de mēan or*	dēar ness
sea son	rēa son a ble	near ness
trea son	sea son a ble	neat ness
ea si ly	trea son a ble	seam stress
eat a ble	<i>Consonants Double.</i>	an nēal
en dēar ment	Wēak ness	ap peal
be reave ment	lean ness	ap pear
en trea ty	mean ness	ap pease

Words in which *ie* occurs.—*Consonants Single.*

Wiēld	re priēve	Ple
yield	re trieve	tie
shield	bre vier	vie
shriek	be liē ver	be lie
priest	bom bar dier*	un tie

LESSON LXX.—70.—*oa* and *ou*, like long *o*, occur.—*Con. Single.*

Lōad	rōast	ōak um	Mōuld
oak	toast	boar der	mourn
shoal	hoarse	loam y	moult
soap	pāste board	hoar y	moul der
hoar	side board	oak en	shoul der
boat	lār board	a bōard	mour ner
oats	star board	be moan	moul dy
boast	ūp roar	bōat a ble	poul try

\* *o* like short *u*.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

LESSON LXXI.—71.—ow, like long o, occurs.—*Consonants Single.*

NOTE.—Many persons pronounce *widow*, *window*, *pillow*, &c., *wid ur*, *win dur*, *pil lur*, &c. This gross vulgarism should be carefully avoided.

Bl <sup>ow</sup>	ôwn	êl bow	sn <sup>ow</sup> y
show	sown	win dow	low ly
snow	blown	b <sup>ow</sup> sprit	tow ard*
stow	shown	snow storm	tow ards*
tr <sup>ow</sup>	shâd ow	own er	be lôw
str <sup>ow</sup>	wid ow	show y	be stow

*Consonants Double.*

Sâ <sup>l</sup> low	mâr row	bâ <sup>l</sup> low	bôr row
tal low	yar row	pil low	mor row.
shal low	spar row	wil low	sor row
ar row	bel low	min now	sl <sup>ow</sup> ness
bar row	mel low	win now	yê <sup>l</sup> low ness
har row	yel low	wâ <sup>l</sup> low	to môr row

LESSON LXXII.—72.—ue and eu, like long u, occur.—*Consonants Single.*

Vâ <sup>l</sup> ue	rêv e nue	neû ter
im b <sup>ue</sup>	res i due	ân eu rism
sub due	det i nue	pleû ri sy
ven due	ret i nue	am a teûr
en sue	eu occurs.	neu trâl i ty
pur sue	Neû tral	Eu ro pè an
âv e nue	eu rus	deu ter ôn o my

LESSON LXXIII.—73.—ew, like long u, occurs.—*Con. Single.*

Jew	sîn ew	a new	ui occurs.
pew	mil dew	re new	Sûit
spew	jews harp	news pa per	buâ <sup>l</sup> t
drew	stew ard*	Con. Double.	nôn suit
stew	new ly	Jew ess	pur sûit
lewd	jew el†	new ness	shûit a ble
news	pew ter	lewd ness	suit a bly

\* a like short u.

† e, second syllable, like short i.

1	2	3	4	5	1	4	8	9	1	4	8	10	11
Fate,	far,	fall,	fat,	what—	me,	met,	her,	they—	pine,	pin,	stir,	shire,	firm—

LESSON LXXIV.—74.—*au*, like broad *a* long, occurs.—*Con. Single.*

D <sup>3</sup> aub	be d <sup>3</sup> aub	au t <sup>3</sup> um nal	au like <i>a</i> flat.
laud	a vaunt	au di tor y*	D <sup>3</sup> aunt
maul	au st <sup>3</sup> ere	au t <sup>3</sup> om a ton	haunt
vault	p <sup>3</sup> au per ism	au st <sup>3</sup> er i ty	jaunt
vaunt	nau til us	plau si b <sup>3</sup> il i ty	taunt
au dit	lau da ble	<i>Consonants Double.</i> saun ter	
plau dit	au di ble	Ap plaud	laun dry
tau rus	plau si ble	as sault	un d <sup>3</sup> aunt ed
pau per	au r <sup>3</sup> o ra	ap plause	un daunt ed ly

LESSON LXXV.—75.—*aw*, like broad *a* long, occurs.—*Con. Single.*

J <sup>3</sup> aw	y <sup>3</sup> awl	y <sup>3</sup> awn	s <sup>3</sup> aw yer
law	shawl	spawn	ba sh <sup>3</sup> aw
paw	brawl	drawn	t <sup>3</sup> om a hawk
raw	drawl	b <sup>3</sup> y law	s <sup>3</sup> is ter in law
saw	sprawl	h <sup>3</sup> and saw	<i>Consonants Double.</i>
slaw	shawm	t <sup>3</sup> aw ny	L <sup>3</sup> aw less
draw	dawn	awk ward†	raw ness
straw	lawn	draw er	law less ness
hawk	pawn	law yer	awk ward ness†

LESSON LXXVI.—76.—*ea*, like short *e*, occurs.—*Con. Single.*

D <sup>3</sup> ead	br <sup>3</sup> east plate	l <sup>3</sup> ead en	un pl <sup>3</sup> ea s ant
head	pea s ant	leav en	al read y†
dread	plea s ant	be h <sup>3</sup> ead	un stead y
stead	breast pin	in stead	en deav or*
tread	read y	a breast	<i>Con. Double.</i>
spread	stead y	r <sup>3</sup> ead i ly	D <sup>3</sup> ead ness
realm	heav y	stead i ly	head dress
breast	dead ly	heav i ly	read i ness
meant	breast work*	plea s ant ly	stead i ness
h <sup>3</sup> ome stead	zeal ot*	pea s an try	heav i ness
b <sup>3</sup> ed stead	tread le	plea s an try	plea s ant ness

\* *o* like short *u*.

† second *a* like short *u*.

‡ first *a* long broad.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

LESSON LXXVII.—77.—oo proper or slender.—*Con. Single.*

W <sup>oo</sup>	b <sup>oo</sup> n	b <sup>oo</sup> r	m <sup>oo</sup> se	l <sup>oo</sup> s en
mood	moon	moor	ooze	bam b <sup>oo</sup>
brood	noon	poor	h <sup>oo</sup> poo	sham poo
tool	soon	boot	b <sup>oo</sup> d room	si moom
spool	spoon	hoot	mush room	ba boon
stool	loop	moot	hen roost	sa loon
boom	sloop	root	m <sup>oo</sup> n shine	lam poon
doom	droop	soot	boot y	har poon
bloom	troop	shoot	loose ly	mon soon
broom	stoop	roost	oo zy	pla toon

LESSON LXXVIII.—78.—oo slender and short, and ou like oo slender.—*Consonants Single.*

Pol tr <sup>oo</sup> n	oo short.	live li hood
boot èè	H <sup>oo</sup> d	un der st <sup>oo</sup> d
bl <sup>oo</sup> m a ry	stood	ou like oo slender.
pan ta l <sup>oo</sup> ns	wool	S <sup>oo</sup> p
<i>Con. Double.</i>	m <sup>oo</sup> n hood	tour
P <sup>oo</sup> r ness	w <sup>oo</sup> rm wood	your
loose ness	w <sup>oo</sup> d y	yours
tat t <sup>oo</sup>	wood en	t <sup>oo</sup> ur ist
bal loon	w <sup>oo</sup> m an hood*	bou sy
shal loon	h <sup>oo</sup> r di hood	sur t <sup>oo</sup> ut
bas soon	like li hood	t <sup>oo</sup> ur na ment

LESSON LXXIX.—79.—ey, eo, ia, and ei.—*Consonants Single.*

H <sup>oo</sup> n ey	sur v <sup>ey</sup> or†	eo, ia, and ei.
mon ey		Y <sup>eo</sup> man
b <sup>oo</sup> r ley	<i>Con. Double.</i>	j <sup>ey</sup> op ard*
par ley	Ab bey	leop ard*
pars ley	al ley	p <sup>eo</sup> ple
m <sup>oo</sup> d ley	val ley	j <sup>ey</sup> op ar dy*
kid ney	v <sup>oo</sup> l ley	y <sup>eo</sup> man ry
tur key	p <sup>oo</sup> l ley	p <sup>oo</sup> r lia ment
o b <sup>ey</sup>	at t <sup>oo</sup> r ney	non pa r <sup>oo</sup> il

\* a like short u.

† o like short u.

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

LESSON LXXX.—80.—*ou*, like short *u*, occurs.—*Con. Single.*

Pi ous	môn strous	bois ter ous	vên om ous*
jéa ous	strên u ous	prê vi ous	val or ous*
zeal ous	dù bi ous	ên vi ous	ô dor ous*
troub lous	te di ous	ôb vi ous	va por ous*
pôm pous	o di ous	pêr il ous	ri ot ous*
pô rous	stu di ous	res in ous	râv en ous
lêp rous	îm pi ous	ôn er ous	haz.ar doust†
wôn drous	và ri ous	mâr der ous	em u lous
nî trous	spu ri ous	nû mer ous	trem u lous
lâs trous	de vi ous	prôs per ous	pôst hu mous

LESSON LXXXI.—81.

Mêm bra nous	mo mên tous	no tô ri ous
lù mi nous	por ten tous	in ju ri ous
mu ti nous	in sid i ous	pe nu ri ous
bâr ba rous	in vid i ous	mys te ri ous
âm o rous	de lir i ous	in dâs tri ous
tim o rous	me lô di ous	pre pôs ter ous
tre mên dous	ab ste mi ous	u nân i mous
stu pen dous	har mo ni ous	i dôl a troust†
e nôr mous	im pe ri ous	a non y mous
de sî rous	la bo ri ous	mer i tô ri ous

LESSON LXXXII.—82.

Joûr nal	boun te ous	TRIPHTHONGS.
nour ish	plên te ous	Beaù ty
jour ney	spon tâ ne ous	beaù te ous
doub le	in stan tâ ne ous	pâr lieu
troub le	sî mul ta ne ous†	a dieù
ad joûrn	<i>Consonants Double.</i>	âve
jéa ous y	Op prô bri ous	view
In ous.	il lâs tri ous	pâr view
Hîd e ous	pu sil lân i mous	re view
pit e ous	er rô ne ous	în ter view

\* *o*, second syllable, like short *u*. † *a*, second syllable, like short *u*.  
‡ *i* long.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
 no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

## LESSON LXXXIII.—83.



THE HAPPY FAMILY.

Look at this happy family! The father and mother are seated by the table before the fire, on a pleasant winter evening, while their little children are playing happily about the room. They have both been reading; but, now they have stopped to look at their happy children around them.

All children should love and obey their parents who are so kind and good to them. They take care of them when they are young. They provide them food, and clothes, and books, and nurse them when they are sick. Who would not be kind to their father and mother?

Good children never tell lies. When they do any thing that is wrong they own it, and try not to do so any more.

1 2 3 4 5 I 4 8 9 1 4 8 10 11  
 Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

## LESSON LXXXIV.—84.



GOING TO CHURCH.

See, there are people going to church ! What a delightful place ! It is almost surrounded by trees !

The Sabbath is a day of rest. All good children go to church to pray to God, or to hear the preacher speak of the truths of the Bible. The Bible tells us about God who made this great world. He made all the pretty flowers, the trees, the grass, and the grain, and the little birds which sing so sweetly in the woods.

We are taught at church about heaven, and how to live so as to be happy in this world and in the next.

Who would not love to go to church ?

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

## PART III.

### Various and Peculiar Sounds of the Consonants.

In Part III. all the peculiar varieties of Consonant Sounds are given, all separately classed and their peculiarities distinctly pointed out. In this Part also, as in Parts I. and II., the words in each class or Lesson are classed with regard to the terminating syllable, or to the sound of the vowel in the terminating syllable, in every possible case. As in Parts I. and II., there are no *silent* consonants intermingled with those which are *sounded*, in Part III., as they are in other Spelling Books, causing great doubt and difficulty in the mind of the scholar; but, they are all alphabetically classed and their *silence* noted separately, at the end of Part III. Neither are there, in Part III., any words subject to different accentuation or pronunciation when differently applied, nor any words pronounced alike but of different orthography and signification. See note and remarks, pages 31.—See also, page 1—VERY PARTICULARLY.

NOTE.—In this Part, as in Part II., the silent vowels are noted by being printed in *Italic*. The letter *s*, when thus printed, has the sound of *z*. Diphthongs are separated from the single vowels, being all separately classed.

### Sounds of the Letter C.

C, like *s*, before *e*, *i*, and *y*.

LESSON I.—1.—In *ce*.—*Vowels Single*.

<sup>1</sup>	re place	splice	de dūce
Āce	mis place	nōv ice	re duce
dace	em brace	nō tice	se duce
lace	re trace	jūs tice	in duce
mace	in ter lāce	sōl stice	tra duce
pace	ice	en tice	in tro dūce
race	dice	prēj u dice	su per in dūce
space	mice	pre ci pice*	<i>Con. Double.</i>
brace	nice	av a rice	P <sup>4</sup> in nace
trace	vice	ār mi stice	ter race
mēn ace	slice	in ter stice	lat tice
sōl ace	spice	in jās tice	all spice
un lāce	price	e dūce	ap prēn tice

\* See Note, page 62.

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
 Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

LESSON II.—2.—In *ance*.—*Vowels Single*.

D <sup>1</sup> ance	h <sup>1</sup> in der <i>ance</i>	re m <sup>1</sup> on <i>strance</i>
lance	tem per <i>ance</i>	de l <sup>1</sup> iv er <i>ance</i>
prance	sus te <i>nance</i>	in tem per <i>ance</i>
trance	re li <i>ance</i>	pre d <sup>1</sup> om i <i>nance</i>
b <sup>1</sup> al <i>ance</i>	pur su <i>ance</i>	in h <sup>1</sup> er i <i>tance</i>
pen <i>ance</i>	a b <sup>1</sup> un <i>dance</i>	per se v <sup>1</sup> e <i>rance</i>
in <i>stance</i>	re dun <i>dance</i>	<i>Consonants Double.</i>
sub <i>stance</i>	en d <sup>1</sup> a <i>rance</i>	R <sup>1</sup> id <i>dance</i>
en h <sup>1</sup> ance	re p <sup>1</sup> en <i>tance</i>	pit <i>tance</i>
ro <i>mance</i>	re sis <i>tance</i>	ut ter <i>ance</i>
ad <i>vance</i>	im p <sup>1</sup> or <i>tance</i>	al li <i>ance</i>
ra <sup>1</sup> di <i>ance</i>	re s <sup>1</sup> em <i>blance</i>	ad m <sup>1</sup> it <i>tance</i>
va ri <i>ance</i>	re mem <i>brance</i>	re mit <i>tance</i>

LESSON III.—3.—In *ence*.—*Vowels Single*.

H <sup>1</sup> ence	v <sup>1</sup> ir u <i>lence</i>	im p <sup>1</sup> en i <i>tence</i>
pence	tur bu <i>lence</i>	om nip o <i>tence</i>
si <sup>1</sup> lence	pes ti <i>lence</i>	om ni pr <sup>1</sup> as <i>ence</i>
ab <sup>1</sup> sence	v <sup>1</sup> e he <i>mence</i>	in de pen <i>dence</i>
sen <i>tence</i>	em i <i>nence</i>	su per in t <sup>1</sup> en <i>dence</i>
rev er <i>ence</i>	pr <sup>1</sup> om i <i>nence</i>	<i>Consonants Double.</i>
ev i <i>dence</i>	ab sti <i>nence</i>	E <sup>1</sup> s <i>sence</i>
pr <sup>1</sup> ov i <i>dence</i>	im po <i>tence</i>	ab h <sup>1</sup> or <i>rence</i>
im pu <i>dence</i>	pen i <i>tence</i>	In <i>ince</i> .
prev a <i>lence</i>	ad h <sup>1</sup> e <i>rence</i>	M <sup>1</sup> ince
vi o <i>lence</i>	sub sis <i>tence</i>	since
in do <i>lence</i>	ma lev o <i>lence</i>	wince
in so <i>lence</i>	be nev o <i>lence</i>	pr <sup>1</sup> ov <i>ince</i>
op u <i>lence</i>	pre em i <i>nence</i>	e v <sup>1</sup> ince

NOTE.—Some teachers are of opinion that *c* and *g*, in the words *a-cid*, *dig-it*, &c., should end the accented syllable: thus, *ac-id*, *dig-it*, &c.; but as *c* and *g* are hard at the end of syllables, it seems to be very improper to deviate from the analogous and established rule of the language by ending these syllables with *c* and *g*. Certainly, if authors of Spelling Books end these syllables with *c* and *g* to avoid ending an accented syllable with a vowel having a short sound, they, to be consistent, should divide the words *mu-sic-ian*, *sus-pic-ion*, *am-bit-ion*, with *c* and *t* at the end of the accented syllables, which they have not done.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

LESSON IV.—4.—a in final syllables.—*Vowels Single.*

Cên tral	e lû ci date	pan a cê a
lâ cer ate	e mân ci pate	su i ci dal
ul cer ate	an ti ci pate	in ci dên tal
de ci mate	par ti ci pate	a be ce dâ ri an
cel e brate	me di ci nal	<i>Consonants Double.</i>
de ci mal	mu ni ci pal	In cês sant
re ci tal	cen trip e tal	ne ces si tate

LESSON V.—5.—e in final syllables.—*Vowels Single.*

Brâce let	cât a del	in ter cêpt
de cent	spe ci men	re cîp i ent
re cent	in ci dent	in cip i ent
pre cept	ad jâ cent	per cip i ent
re cède	en tice ment	an te cê dent
se cede	in duce ment	<i>Consonants Double.</i>
pre cede	di vorce ment	Rê cess
sin cere	in cite ment	prô cess
rê ci pe	ad vânce ment	â cid ness
pre ci pe	in ter cède	in no cent

LESSON VI.—6.—i in final syllables.—*Vowels Single.*

Lû cid	cîv il ize	per cêp tive
â cid	dôm i cil	em pir i cism
pla cid	sol e cism	sper ma cê ti*
dô cile	mâd i cine	<i>In acy.</i>
cîv il	de ci sive	Lû na cy
de cide	so lî cit	pa pa cy
re cite	im pli cit	pi ra cy
in cite	im be cile	pri va cy
pre cise	in cen tive	cêl i ba cy
dê i cide	de cep tive	in ti ma cy
su i cide	re cep tive	ôb sti na cy
hôm i cide	pre cep tive	su prêm a cy
mât ri cide	in cep tive	di plô ma cy

\* first e short.

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
 Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

LESSON VII.—7.—In *ency*, &c.—*Vowels Single*.

D <sup>e</sup> cen cy	d <sup>e</sup> cent ly	<i>Con. Double.</i>
t <sup>e</sup> n den cy	re cent ly	C <sup>i</sup> v il ly
â <sup>r</sup> den cy	lâ <sup>r</sup> ce ny	prin ci pal ly
s <sup>o</sup> l ven cy	n <sup>i</sup> ce ty	in no cent ly
pr <sup>a</sup> s i den cy	ân ces try	<i>In ery.</i>
im po ten cy	so c <sup>i</sup> e ty	C <sup>e</sup> l er y
de sp <sup>o</sup> n den cy	im pl <sup>i</sup> cit ly	s <sup>o</sup> r cer y
in sol ven cy	per cep ti bly	c <sup>a</sup> m e ter y

LESSON VIII.—8.—In *ity*.—*Vowels Single*.

C <sup>i</sup> t y	ra pâ ci ty	a tr <sup>o</sup> ci ty
ce l <sup>a</sup> r i ty	ve ra ci ty	ce l <sup>e</sup> b ri ty
a cid i ty	vo ra ci ty	e las t <sup>i</sup> ci ty
do cil i ty	vi va ci ty	mul ti pli ci ty
ci vil i ty	pub li ci ty	prin ci pal i ty
vi cin i ty	tri pli ci ty*	re ci pr <sup>o</sup> ci ty†
e da ci ty	sim pli ci ty	in vin ci b <sup>i</sup> l i ty
men da ci ty	du pli ci ty	per cep ti bil i ty
o pa ci ty	ve l <sup>o</sup> ci ty	im per cep ti bil i ty

LESSON IX.—9.—Various terminations.—*Vowels Single*.

<i>e</i> like short <i>i</i> .	d <sup>a</sup> l ci mer	<i>Con. Double.</i>
P <sup>a</sup> r cel	De c <sup>a</sup> m ber	C <sup>i</sup> n na mon
c <sup>i</sup> v et	en t <sup>i</sup> cer	pred e c <sup>e</sup> s sor
lan cet	se du cer	in ter ces sor
<i>er</i> like <i>ur</i> .	tra du cer	<i>e, in le, silent.</i>
P <sup>a</sup> cer	pro du cer	N <sup>o</sup> tice a ble
ra cer	<i>o</i> like short <i>u</i> .	de d <sup>a</sup> ci ble
û <sup>l</sup> cer	<sup>4</sup>	re du ci ble
c <sup>i</sup> der	Ân ces tor	pro du ci ble
c <sup>i</sup> n der	pre c <sup>e</sup> p tor	e v <sup>i</sup> n ci ble
cis tern	cen t <sup>u</sup> ri on	in vin ci ble
s <sup>o</sup> r cer er	c <sup>e</sup> r e mon y	per cep ti ble

\* *i*, first syllable, long.

† *e* short.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

## LESSON X.—10.—DIPHTHONGS.

<i>Proper Diphthongs.</i>	<i>Improper Diphthongs.</i>	<i>au</i> like broad <i>a</i> long.
Voice	De c <sup>ai</sup> t	S <sup>au</sup> uce
in voice	de ceive	s <sup>au</sup> cer
re joice	re ceive	sau cy
ounce	per ceive	<i>au</i> di ence
bounce	de c <sup>ei</sup> ver	<i>au</i> d <sup>ai</sup> ci ty
pounce	re c <sup>ei</sup> ver	<i>ou</i> like short <i>u</i> .
trounce	re c <sup>ei</sup> va ble	Cen s <sup>ou</sup> ri ous
de nounce	per c <sup>ei</sup> va ble	so l <sup>i</sup> ci tous
re nounce	o bei sance	cer e m <sup>ou</sup> ni ous
pro nounce		<i>Various.</i>
re nounce ment	<i>ui</i> like long <i>u</i> .	Pi <sup>er</sup> ce
<i>Con. Double.</i>	Juice	source
An noy ance	sluice	poul tice
an nounce	n <sup>ui</sup> sance	re s <sup>ou</sup> rice
al low ance	ju <sup>i</sup> cy	p <sup>ea</sup> ce a ble

*C* like *k*, before *a*, *o*, *u*, *r*, *l*, and *t*.

LESSON XI.—11.—Various Vowel Sounds.—*Vowels Single.*

C <sup>a</sup> me	c <sup>a</sup> rd	cl <sup>a</sup> n	c <sup>o</sup> ve	cr <sup>i</sup> b	c <sup>u</sup> p
crane	cart	camp	cloves	clip	cur
cape	carve	cramp	colt	crisp	cut
crape	cr <sup>a</sup> b	cat	cub <sup>e</sup>	club	crust
crate	cash	cr <sup>i</sup> me	cure	curd	curve
cave	clash	code	c <sup>o</sup> rn	crush	cl <sup>o</sup> d
crave	crash	cone	cr <sup>e</sup> pt	curl	crop

LESSON XII.—12.—*a* in final syllables.—*Vowels Single.*

Mi ca	d <sup>i</sup> c tate	c <sup>u</sup> po la
pi ca	ôc tave	e v <sup>a</sup> c u ate
côn tra	bro c <sup>a</sup> de	ca lum ni ate
v <sup>a</sup> cate	ar cade	con sid er ate
lo cate	be came	co ôp er ate
cli mate	cre ate	el e cam p <sup>a</sup> ne

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
 Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

LESSON XIII.—13.—In *ate*.—*Vowels Single*.

C <sup>h</sup> rate	in tri cate	d <sup>e</sup> s e crate
d <sup>e</sup> p re cate	in c <sup>u</sup> l cate	c <sup>o</sup> n se crate
ad vo cate	e rad i cate	in c <sup>a</sup> rr nate
ded i cate	pre var i cate	con d <sup>e</sup> n sate
del i cate	do mes ti cate	con s <sup>o</sup> l i date
ab di cate	c <sup>a</sup> n di date	e j <sup>a</sup> c u late
in di cate	spec u late	ar tic u late
vin di cate	cal cu late	ma tric u late
mas ti cate	crim i nate	in <sup>o</sup> c u late
rus ti cate	dec o rate	con t <sup>a</sup> m i nate
d <sup>u</sup> pli cate	c <sup>o</sup> rr po rate	re crim i nate
c <sup>o</sup> m pli cate	c <sup>a</sup> p ti vate	pro cras ti nate
im pli cate	cul ti vate	in c <sup>o</sup> rr po rate

LESSON XIV.—14.—In *al, ate, &c.*—*Vowels Single*.

C <sup>a</sup> rr nal	pic t <sup>o</sup> ri al	com m <sup>u</sup> ni cate
ca b <sup>a</sup> l	sac ra m <sup>e</sup> nt tal	com m <sup>e</sup> m o rate
ca nal	con ti nen tal	cor r <sup>o</sup> b o rate
crim i nal	dic ta t <sup>o</sup> ri al	c <sup>a</sup> n ni bal
c <sup>a</sup> rr di nal	<i>Consonants Double.</i>	con n <sup>u</sup> bi al
d <sup>o</sup> ct tri nal	S <sup>u</sup> p pli cate	h <sup>a</sup> rr ri cane
noc t <sup>u</sup> rr nal	c <sup>o</sup> rr per plate	c <sup>o</sup> rr per as
con tin u al	con s <sup>u</sup> m mate	can non <sup>a</sup> de*
co l <sup>o</sup> ni al	com mis er ate	c <sup>a</sup> t er pil lar†

LESSON XV.—15.—In *cal*.—*Vowels Single*.

L <sup>o</sup> cal	c <sup>u</sup> bi cal	pi r <sup>a</sup> t i cal†
vo cal	b <sup>i</sup> b li cal	nu mer i cal
m <sup>e</sup> d i cal	m <sup>u</sup> si cal	po et i cal
cler i cal	dr <sup>o</sup> p si cal	ju rid i cal
crit i cal	h <sup>e</sup> c ti cal	in im i cal
c <sup>o</sup> m i cal	prac ti cal	do min i cal
con i cal	he r <sup>o</sup> i cal	po lit i cal
top i cal	sa t <sup>a</sup> n i cal	le vit i cal

\* o like short u.

† a, last syllable, like short u.

‡ i, first syllable, long.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

LESSON XVI.—16.—In *cal*.—*Vowels Single*.

I rôn i cal*	sta tîs ti cal	di a bôl i cal*
his tor i cal	e lec tri cal	ap os tol i cal
u nîv o cal	em ble mât i cal	an a tom i cal
non sen si cal	dem o crat i cal	as tro nom i cal
in trin si cal	ac a dem i cal	ec o nom i cal
i den ti cal*	ep i dem i cal	di a mât ri cal*
de is ti cal	pe ri ôd i cal	ar is to crât i cal

LESSON XVII.—17.—*a* in final syllables.—*Vowels Single*.

Sâr casm	câ ve at	par tîc u lar†
câp stan	dêm o crat	a ris to crat
vâ cant	rec re ant	mul ti pli când
côn stant	men di cant	per pen dîc u lar†
ca lâsh	côv e nant	<i>Consonants Double.</i>
de camp	côn so nant	Câr cass
en camp	côr mo rant	cût lass
cra vat	côn ver sant	can vass
re cant	co lûm nar†	com mând
côn tra band	con côr dant	re câll
câl a bash	re lûc tant	clâs si cal
pel i can	co mē di an	ap pli cant
pub li can	sec ta ri an	sup pli cant
car a van	re pûb li can	com mû ni cant
ôc u lar†	ver nac u lar†	com mis sâ ri at

LESSON XVIII.—18.—*e* in final syllables.—*Vowels Single*.

Ac me	co hêre	câb in et
sâ cred	com pete	côv er let
câm el	com plete	a cû men
clar et	se crete	con tra vène
côv et	com pâl	in com plete
con vène	con tend	com pre hênd
	câl o mel	jac o net

\* *i*, first syllable, long. † *a* flat. ‡ *a*, last syllable, like short *u*.

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
 Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

LESSON XIX.—19.—In *ct*.—Vowels Single.

<sup>4</sup> Act	trans <sup>â</sup> ct	re sp <sup>ê</sup> ct	d <sup>i</sup> a lect
sect	de tract	in spect	r <sup>ê</sup> t ro spect
strict	re tract	de tect	in d <sup>i</sup> r <sup>ê</sup> ct
c <sup>õ</sup> n tact	pro tract	pro tect	in ter sect
<sup>â</sup> s pect	e ject	pre dict	con tra dict
pr <sup>õ</sup> s pect	de ject	re strict	<i>Con. Double.</i>
<sup>â</sup> n sect	re ject	de duct	At tr <sup>â</sup> ct
<sup>ê</sup> dict	e lect	in struct	con nect
pr <sup>õ</sup> d uct	se lect	ob struct	cor rect
re <sup>â</sup> ct	sus pect	con struct	ad dict
en act	e rect	con c <sup>õ</sup> ct	<sup>â</sup> n tel lect
	d <sup>i</sup> rect	c <sup>â</sup> t a ract	in cor r <sup>ê</sup> ct

LESSON XX.—20.—*e* in final syllables.—Vowels Single.

C <sup>õ</sup> m pend	c <sup>õ</sup> m pe tent	c <sup>õ</sup> m ment
com et*	in cl <sup>ê</sup> m ent	com m <sup>ê</sup> nd
clos et*	in cum bent	ca ress
c <sup>â</sup> r pet*	en act ment	c <sup>â</sup> s si mere
s <sup>ê</sup> cret*	con tent ment	c <sup>õ</sup> me li ness
cli ent	com p <sup>õ</sup> nent	c <sup>õ</sup> m mon ness†
cl <sup>ê</sup> m ent	con s <sup>is</sup> tent	a c <sup>û</sup> te ness
c <sup>õ</sup> n tents	con v <sup>ê</sup> ni ent	cor r <sup>ê</sup> ct ness
con t <sup>ê</sup> nt	pre d <sup>ic</sup> a ment	in struc tress
c <sup>õ</sup> r pu lent	in con v <sup>ê</sup> ni ent	cor rupt ness
s <sup>â</sup> c ra ment	<i>Consonants Double.</i>	com m <sup>â</sup> nd ment
d <sup>õ</sup> c u ment	Cl <sup>õ</sup> se ness	con c <sup>â</sup> r rent
c <sup>â</sup> n ton ment†	cold ness	rec om m <sup>ê</sup> nd
c <sup>õ</sup> n ti nent	c <sup>õ</sup> s set	cor re sp <sup>õ</sup> nd ent

LESSON XXI.—21.—*i* in final syllables.—Vowels Single.

C <sup>â</sup> r mine	v <sup>ic</sup> tim	cr <sup>ê</sup> d it	com bine
c <sup>õ</sup> n trite	cab in	c <sup>û</sup> bit	car bine
<sup>â</sup> c rid	t <sup>õ</sup> c sin	c <sup>û</sup> l prit	ca nine
cav il	cri sis	com pile	de cline

\* *e*, last syllable, like short *i*.† *o*, second syllable, like short *u*.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

LESSON XXII.—22.—*i* in final syllables.—*Vowels Single.*

Re cline	crôc o dile	clan dê s tine
in cline	câl vin ism	com pôs ite
con spire	nec ta rine	co pâr t ner ship
con trive	ôc u list	e côn o mist
con sîst	col o nist	re pûb li can ism
dûc tile	sta lâc tite	<i>Consonants Double.</i>
dôc trine	co hab it	Con nîve
pêr cu pine	de crep it	com mât

LESSON XXIII.—23.—*In ive.*—*Vowels Single.*

<sup>4</sup> Ac tive	con vûl sive	pro têc tive
cap tive	in cur sive	in vec tive
côs tive	cre â tive	re spec tive
cû ra tive	in âc tive	pro spec tive
lu cra tive	de trac tive	per spec tive
âd jec tive	re trac tive	pre dic tive
co hê sive	pro trac tive	vin dic tive
in clu sive	ob jec tive	re stric tive
con clu sive	sub jec tive	de duc tive
com pûl sive	e lec tive	se duc tive
	di rec tive	pro duc tive

LESSON XXIV.—24.—*In ive.*—*Vowels Single.*

In dûc tive	in dîc a tive	<i>Consonants Double.</i>
de struc tive	pro vô ca tive	Col lû sive
in struc tive	con têm pla tive	cor ro sive
ob struc tive	con sec u tive	at trâc tive
con struc tive	con trib u tive	col lec tive
vîn di ca tive	lo co mô tive	con nec tive
spec u la tive	com pre hên sive	cor rec tive
côp u la tive	ret ro spec tive	com mû ni ca tive
com pâr a tive	un pro duc tive	com mê m o ra tive
de clar a tive	in tro duc tive	cor rôb o ra tive

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
 Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

LESSON XXV.—25.—*o* in final syllables.—*Vowels Single.*

C <sup>ân</sup> to	c <sup>âl</sup> i co	oc t <sup>â</sup> vo
c <sup>ỏ</sup> lon	p <sup>ỗ</sup> r ti co	s <sup>êm</sup> i co lon
a corn	â <sup>n</sup> ec dote	<i>Consonants Double.</i>
co hort	al co hol	Cor r <sup>ỏ</sup> de
con v <sup>ỏ</sup> ke	m <sup>ỉ</sup> cro cosm	a cr <sup>ỗ</sup> ss
con dole	u ni corn	c <sup>ỏ</sup> m mo dore
ca jole	c <sup>ấp</sup> ri corn	in com m <sup>ỏ</sup> de
con v <sup>ỏ</sup> lve	â <sup>ả</sup> pri cot	cor re sp <sup>ỏ</sup> nd

LESSON XXVI.—26.—*u* in final syllables.—*Vowels Single.*

C <sup>ủ</sup> n sul	in c <sup>ủ</sup> r	con tr <sup>ỉ</sup> b ute
l <sup>ỏ</sup> cust	con cur	de c <sup>ỏ</sup> rum
se cl <sup>ủ</sup> de	con sult	co n <sup>ủ</sup> n drum
pre clude	r <sup>ẻ</sup> c ti tude	pro spec tus
in clude	rid i cule	de crep i tude
con clude	ret i cule	en c <sup>ỏ</sup> mi um
con sume	ep i cure	com p <sup>ẻ</sup> n di um
cos tume	pr <sup>ỗ</sup> s e cute	<i>Consonants Double.</i>
se cure	con sti tute	C <sup>ủ</sup> ll
pro cure	v <sup>ắc</sup> u um	com m <sup>ủ</sup> ne
a cute	cr <sup>ả</sup> ni um	com mute
com pute	nu cle us	cor r <sup>ủ</sup> pt
re c <sup>ủ</sup> r	c <sup>ủ</sup> l a mus	co l <sup>ỏ</sup> s sus

LESSON XXVII.—27.—*y* like *i* long or short.—*Vowels Single.*

Com pl <sup>ỷ</sup>	sys te m <sup>ắt</sup> i cal	cl <sup>âm</sup> sy
de cry	hyp o crit i cal	c <sup>ỏ</sup> m e dy
cr <sup>ẻ</sup> s tal	an a lyt i cal	c <sup>ủ</sup> s to dy
typ i cal	par a lyt i cal	can did ly
mys ti cal	<i>y, final, like long e.</i>	sec ond ly*
hyp o crite	C <sup>ỏ</sup> p y	c <sup>ỏ</sup> n stant ly
sym b <sup>ỏ</sup> l i cal	cl <sup>ẻ</sup> v y	c <sup>ỏ</sup> m pa ny
syn t <sup>ắc</sup> ti cal	can dy	c <sup>ỏ</sup> l o ny
pyr a m <sup>ắ</sup> d i cal	cl <sup>ỏ</sup> se ly	b <sup>ắ</sup> l co ny

\* *o* like short *u*.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

LESSON XXVIII.—28.—*y*, final, like long *e*.—*Vowels Single*.

Càl um ny.	e côn o my	côm mon ly†
can o py	re spêc ta bly	cûr rent ly
cav al ry	re côi er y	cran ber ry
mim ic ry	par tic u lar ly*	cor rêct ly
cred i bly	con sid er a bly	crít i cal ly
côn tu me ly	<i>Consonants Double.</i>	col léc tive ly
âm i ca bly	Câr ry	con tin u al ly
côn tro ver sy	cur ry	po lit i cal ly
a càd e my	lò cal ly	di a mét ri cal ly†

LESSON XXIX.—29.—*In ary and ory*.—*Vowels Single*.

Côn tra ry	<i>Consonants Double.</i>	di rêc tor y
ca nâ ry	Côm mis sa ry	con sis tor y
cûs tom a ry†	com men ta ry	de clam a tor y
sec on da ry†	<i>o, in ory, like short u.</i>	de clar a tor y
vo câb u la ry	Cûr sor y	con tra díc tor y
co tem po ra ry	vic tor y	val e dic tor y
car a vâ sa ry	com pûl sor y	in tro duc tor y

LESSON XXX.—30.—*In ity*.—*Vowels Single*.

Câv i ty	duc tîl i ty	per spi cû i ty
cur vi ty	ac tiv i ty	con ti nu i ty
va cû i ty	cap tiv i ty *	cred i bîl i ty
lo câl i ty	de cliv i ty	ca pa bil i ty
car nal i ty	cre dû li ty	cu ri ôs i ty
ca lam i ty	se cu ri ty	in cre dû li ty
cu pid i ty	a lác ri ty	me di ôc ri ty
pe cu li âr i ty		in com pat i bîl i ty
par tic u lar i ty		im prac ti ca bil i ty
prac ti ca bil i ty	<i>Consonants Double.</i>	
re spec ta bil i ty	Com môd i ty	
in cred i bil i ty	com mù ni ty	
per pen dic u lâ i ty	in com pres si bîl i ty	

\* second *a* like short *u*. † *o*, second syllable, like short *u*.

† first *i* long.

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
 Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

LESSON XXXI.—31.—In *se* and *ze*.—*Vowels Single.*

Càse	e clípse	côm pro mise
cûrse	rêc om pense	con tra ri wise
jo còse	a pòc a lypse	Cràze
re cluse	Com prise	cap size
con vâlse	com pose	côl o nize
con dense	de com pòse	e côn o mize

LESSON XXXII.—32.—*e*, in *er*, like short *u*.—*Vowels Single.*

Cri er	câv ern	re còv er	<i>Con. Double.</i>
clêv er	cus tom er*	Oc tò ber	Côp per
còv er	cû cum ber	en cûm ber	cláp per
cút ler	côl an der	re còr der	cut ter
còr ner	còr o ner	com pí ler	clat ter
cá per	câr pen ter	de cân ter	clut ter
clás ter	cân is ter	con trî ver	côb bler
clò ver	con síd er	co ri ân der	câr ri er

LESSON XXXIII.—33.—*o*, final, like short *u*.—*Vowels Single.*

Côme	rêc tor	spec tá tor	com pâr i son
sêc ond	vic tor	con trác tor	con spir a tor
car ol	dôc tor	pro tec tor	com pòs i tor
cus tom	wâl come	in spec tor	com pêt i tor
can ton	in come	con duc tor	ca lûm ni a tor
câl dron	be côme	spêc u la tor	<i>Con. Double.</i>
clâm or	crêd i tor	cul ti va tor	Côm mon
can dor	cre á tor	pròs e cu tor	câr ri on
ac tor	dic ta tor	cri tè ri on†	col léc tor

LESSON XXXIV.—34.—*e*, in *le*, final, silent.—*Vowels Single.*

Cà ble	cû ra ble	spêc ta cle
crûm ble	trác ta ble	ôb sta cle
crâ dle	côn sta ble	vê hi cle
cân dle	crêd i ble	cu ti cle
cur dle	man a cle	âr ti cle
cá pa ble	mir a cle	par ti cle
cûl pa ble	ôr a cle	tû ber cle

\* *o* like short *u*.† first *i* long.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no. nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

LESSON XXXV.—35.—*e*, in *le*, final, silent.—*Vowels Single*.

Vên tri cle	in crêd i ble	cât tle
am i ca ble	com bus ti ble	pin na cle
des pi ca ble	con sid er a ble	cur ri cle
prac ti ca ble	re cõv er a ble	ap pli ca ble
cred i ta ble	im prâc ti ca ble	con trôl la ble
tab er na cle	in côm pa ra ble	cor rûp ti ble
côm pa ra ble	in con tês ta ble	ir rev o ca ble
im plâ ca ble	com pre hen si ble	ir re cõv er a ble
in ca pa ble	in con sid er a ble	<i>o</i> , in <i>on</i> , silent.
pro cu ra ble	<i>Consonants Double</i> .	Bâ con
re spêc ta ble	Cõb ble	crim son
com pat i ble	crip ple	côt ton

LESSON XXXVI.—36.—PROPER DIPHTHONGS.—*Consonants Single*.

Coil	de coy	coun ty	Cow
clois ter	cor du roy	coun ter	cowl
re coil	In <i>ou</i> .	re count	clown
con join	Cloud	ca rouse	crowd
In <i>oy</i> .	count	coun ter pane	crown
Coy	out cast	en coun ter	cow slip
cloy	cloud y	ren coun ter	clown ish

LESSON XXXVII.—37.—IMPROPER DIPHTHONGS.—*Consonants Single*.

Clâim	con strâint	de crêèd	cléanse
câp tain	com plai sânt	can teen	bêa con
cur tain	In <i>ay</i> .	com peer	dea con
cur tâil	Clây	ca reer	de crêase
de claim	cray on*	In <i>ea</i> .	<i>Con. Double</i> .
re claim	de cây	Crêam	Cléan ness
pro claim	câr a way	clean	clear ness
com plain	In <i>ee</i> .	clear	In <i>ie</i> .
con tain	Crêèd	cleat	Cash ièr
con strain	creep	crease	cav a lièr
com plaint	de crêè	cleave	buc a niers

\* *o* like short *u*.

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
 Fate, far, fall, fat, what—me. met, her, they—pine, pin, stir, shire, firm—

LESSON XXXVIII.—38.—*oa, au, aw, &c.—Consonants Single.*

Cr <sup>o</sup> ak	oo.	ou.	per sp <sup>i</sup> c u ous
coast	C <sup>o</sup> st	Cr <sup>o</sup> up	con tin u ous
cò coa	cool	còul ter	com pen di ous
coal mine	coop	co <sup>a</sup> n try	ca lum ni ous
au.	coop er	re c <sup>o</sup> urse	pre c <sup>a</sup> ri ous
C <sup>a</sup> u cus	ca b <sup>o</sup> lse	c <sup>a</sup> m brous	vic t <sup>o</sup> ri ous
cause way	co coon	cò pi ous	mi rác u lous
be c <sup>a</sup> use	Various.	cu ri ous	ri dic u lous
àu to crat	Cr <sup>o</sup> w	clám or ous*	ca lam i tous
aw.	bis c <sup>u</sup> it	còv e tous	Con. Double.
C <sup>a</sup> w	ca n <sup>e</sup> e	là di crous	C <sup>o</sup> arse ness
claw	con v <sup>e</sup> y	cu tà ne ous	c <sup>o</sup> el ness
crawl	con tin ue	con sp <sup>i</sup> c u ous	com mò di ous

LESSON XXXIX.—39.—*c soft and hard.—Vowels Single.*

First c soft.	First c hard.	c <sup>o</sup> n so nance
	In ce.	com pli ance
I <sup>i</sup> ci cle	Cr <sup>e</sup> v ice	con còr dance
re c <sup>i</sup> p ro cate	còr nice	re lác tance
re cip ro cal	con d <sup>u</sup> ce	con tr <sup>i</sup> vance
re cep ta cle	con v <sup>i</sup> nce	en c <sup>a</sup> m brance
cir c <sup>u</sup> i tous	In ance.	con tin u ance
en cy clo p <sup>e</sup> di at	C <sup>a</sup> m brance	con còm i tance

LESSON XL.—40.—*In ence, ate, &c.—Vowels Single.*

First c hard.	con s <sup>i</sup> s tence	ca p <sup>a</sup> ci tate
In ence.	con v <sup>e</sup> ni ence	in ca p <sup>a</sup> ci tate
C <sup>a</sup> dence	co ín ci dence	e in final syllables.
cre dence	in còn ti nence	C <sup>a</sup> n cer
còr pu lence	in con v <sup>e</sup> ni ence	can cel <sup>t</sup>
còm pe tence	In ate.	con c <sup>e</sup> de
con d <sup>o</sup> lence	Con c <sup>e</sup> n trate	com pl <sup>a</sup> cent
co he rence	con cil i ate	co ín ci dent

\* first o like short u.

† y like long i.

‡ e like short i.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—devv, crew—fly, system.

LESSON XLII.—41.—First *c* hard.—Va. terminations.—Vow. *Sin*.

Con cise	ar is t <sup>o</sup> c ra cy	ir rec on c <sup>i</sup> la ble
r <sup>e</sup> c on cile	cl <sup>e</sup> m en cy	<i>Improper Diphthongs.</i>
crit i cise	c <sup>o</sup> m pe ten cy	<i>ea</i> like long <i>e</i> .
c <sup>o</sup> ld i cil	com pl <sup>a</sup> cen cy	Cl <sup>e</sup> ar ance
cr <sup>i</sup> t i cism	con s <sup>i</sup> s ten cy	con c <sup>e</sup> al
con d <sup>u</sup> cive	in con s <sup>i</sup> s ten cy	con ceal ment
co <sup>er</sup> cive	ca p <sup>a</sup> ci ty	<i>ei</i> like long <i>e</i> .
co in c <sup>i</sup> de	pre c <sup>o</sup> ci ty	Con c <sup>e</sup> it
v <sup>a</sup> can cy	e lec tr <sup>i</sup> ci ty	con ceive
c <sup>o</sup> n stan cy	rec on c <sup>i</sup> la ble	pre con c <sup>e</sup> ive
n <sup>a</sup> c ro man cy	<i>Consonants Double.</i>	con c <sup>e</sup> i va ble
del i ca cy	Com m <sup>a</sup> nce	in con c <sup>e</sup> i va ble
in tri ca cy	c <sup>u</sup> r ren cy	<i>Various Diphthongs.</i>
c <sup>o</sup> n tu ma cy	con c <sup>u</sup> r rence	Coun te nance
con sp <sup>i</sup> r a cy	com mence ment	con v <sup>e</sup> y ance
de m <sup>o</sup> c ra cy	re cur rence	com plai s <sup>a</sup> nce

LESSON XLIII.—42.—*cc* both hard.—Other *Con.* and *Vowels Single*.

P <sup>e</sup> c cant	s <sup>u</sup> c cu lent	s <sup>t</sup> uc co
ac cu rate	ac c <sup>o</sup> m plish ment	ac c <sup>o</sup> rd
suc co tash	ac c <sup>o</sup> m pa ni ment	to b <sup>a</sup> c co
o <sup>c</sup> cu pant	s <sup>i</sup> c ca tive	si r <sup>o</sup> c co
ac c <sup>u</sup> r dant	m <sup>o</sup> c ca sin	mo roc co
ac c <sup>u</sup> sant	ac c <sup>o</sup> m plish	ac c <sup>u</sup> se
ac cu mu late	to b <sup>a</sup> c co nist	oc c <sup>u</sup> r
in <sup>a</sup> c cu rate	ac c <sup>u</sup> sa tive	ac curse

LESSON XLIII.—43.—*cc* both hard.

Ac c <sup>o</sup> r dance	ac cl <sup>i</sup> v i ty	pec ca d <sup>i</sup> l lo
ac c <sup>o</sup> m plice	ac cus tom <sup>t</sup>	<i>Proper Diphthongs.</i>
<sup>a</sup> c cu ra cy	ac c <sup>o</sup> r di on <sup>t</sup>	Ac count
o <sup>c</sup> cu pan cy	<i>Other Con. Double.</i>	ac coun tant
oc cu py*	Oc c <sup>u</sup> r rence	ac coun ta ble
ac c <sup>o</sup> m pa ny	ac c <sup>o</sup> m mo date	ac coun ta b <sup>i</sup> l i ty

\* *y* like long *i*.

† *o*, last syllable, like short *u*.

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
 Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

LESSON XLIV.—44.—*cc*, first hard, second soft.—*Consonants and Vowels Single.*

Vác cine	síc ci ty	<i>Other Con. Double.</i>
ac cède	ac cêp tance	Ac cêss
ac cêpt	âc cep ta bly	suc cess
vác ci nate	ac cep ta ble	suc cês sor*
ac ci dent	ac cêl er ate	suc ces sive
ôc ci dent	ac ci dên tal	suc ces sive ly
oc ci put	ec cen trî ci ty	ac ces si ble

LESSON XLV.—45.—*c*, final, hard, and before *a, o, u, l, r*, and *t*.  
 —*Consonants Single.*

Stò ic	ân tic	pôl i tic	la côn ic
êp ic	plas tic	pol i tics	har mon ic
crit ic	hec tic	mo sà ic	ma son ic
côl ic	ôp tic	he ro ic	nar cot ic
com ic	rûs tic	i tâl ic†	de spot ic
con ic	câm blic	vol can ic	re pûb lic
ton ic	cên tric†	bo tan ic	in trin sic
top ic	tac tics	sa tan ic	an târc tic
trop ic	ôp tics	dra mat ic	di dâc tic
cù bic	zò di ac	ec stat ic	pe dan tic
pûb lic	ma ni ac	po et ic	ro man tic
ârse nic	âl ma nac	e met ic	bom bas tic*
mù sic	bîsh op ric*	sa tir ic	sar cas tic
ârc tic	lû na tic	spas môd ic	e las tic
tâc tic	hêr e tic	car bon ic	ec lec tic

LESSON XLVI.—46.

Ma jês tic	ar o mât ic	ap os tôl ic
do mes tic	dip lo mat ic	his tri on ic
e clip tic	em ble mat ic	me te or ic
a crôs tic	dem o crat ic	id i ot ic
e léc tric	ac a dem ic	pa tri ot ic
sta tis tics	ep i dem ic	ap o plêc tic
de mô ni ac	dî a bôl ic†	ep i lep tic
pu ri tân ic	par a bol ic	cal vin is tic

\* *o* like short *u*.

† first *c* soft, like *s*.

‡ *i*, first syllable, long.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
 no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

## LESSON XLVII.—47.

*Consonants Double.*

Clás sic

at tic

er rât ic

me tal lic

el lip tic

ec cen tric\*

y like long i.

hy drâu lies

hy per crît ic

hy per bôl ic

y like short i.

lÿr ic

hys tår ic

hys tår ics

sym bôl ic

dys pép tic

sys te mât ic

hyp o crit ic

an a lyt ic

par a lyt ic

LESSON XLVIII.—48.—CK and c sounded like k.—*Vowels Single.*

Bäck

bläck

päck

cläck

läck

döck

hack

slack

speck

brick

muck

mock

jack

crack

lick

prick

suck

rock

lack

track

pick

trick

cluck

sock

pack

stack

sick

stick

pluck

block

rack

deck

tick

buck

stuck

clock

sack

neck

wick

duck

struck

stock

LESSON XLIX.—49.—Various terminations.—*Vowels Single.*

Cock áde hám mock†

päck et

síck le

block ade hól ly hock

rock et

tick le

búr dock bläck ber ry

sock et

trick le

pad lock<sup>e</sup>, final syl., like short i. máck er el

buck le

wed lock Níck el

pick er el

suck le

hem lock jack et

slack en

côck le

luck y pack et

back ward†

béck on

rôck y rack et

môck er y

reck on

stíck-y brack et

crock er y

cân dle stick

*Con Double.* pick et

híck or y†

*Improper Diph.*

Bår rack rick ets

<sup>e</sup> and o, final, silent.

Péa cock

at táck tick et

Cáck le

cúck oo

síck ness wick et

tack le

läck ey

had dock† crick et

shack le

jôck ey

hil lock† buck et

speck le

háck ney

bål lock† lôck et

pick le

côck ney

\* second c soft. † o like short u. ‡ a, second syllable, like short u.

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
 Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

## Sounds of the Letter G.

LESSON L.—50.—G, soft, like *j*, before *e*, *i*, and *y*, and *c* hard.—*Vowels Single.*

<sup>1</sup>	b <sup>4</sup> ilge	v <sup>4</sup> i gi lant	l <sup>3</sup> o gi cal
Age	bulge	de g <sup>4</sup> en er ate	s <sup>4</sup> ar gi cal
cage	urge	re gen er ate	an a l <sup>3</sup> o gi cal
page	purge	le git i mate	ge o lo gi cal
rage	a final syl.	o ri gi nate	zo o lo gi cal
sage	G <sup>4</sup> i ant	tra g <sup>4</sup> e di an	ge o m <sup>4</sup> et ri cal
wage	en r <sup>4</sup> age	g <sup>4</sup> en er al	ge ne a l <sup>3</sup> o gi cal
stage	en l <sup>4</sup> arge	g <sup>4</sup> e ni al	min er a lo gi cal
huge	al ge bra	m <sup>4</sup> ar gi nal	et y mo lo gi cal†
b <sup>4</sup> arge	gen er ate	o r <sup>4</sup> i gi nal	<i>Consonants Double.</i>
large	l <sup>4</sup> e gis late*	re gi m <sup>4</sup> en tal*	Col l <sup>4</sup> e gi ate
g <sup>4</sup> em	ve ge tate	ab o r <sup>4</sup> i gi nal	col le gi an
gin	a gi tate	m <sup>4</sup> a gi cal	il le g <sup>4</sup> it i mate
d <sup>4</sup> irge	ma gis trate	tra gi cal	bel l <sup>4</sup> i ge rant

LESSON LI.—51.—In *age*, *a* like short *i*.—*Vowels Single.*

<sup>4</sup>	b <sup>3</sup> on dage	l <sup>3</sup> in e age	cr <sup>3</sup> ib bage
Ad age	c <sup>3</sup> or dage	av er age	pil lage
dam age	pl <sup>4</sup> u mage	bev er age	til lage
man age	c <sup>3</sup> ar nage	pat ron age	vil lage
rav age	u sage	c <sup>3</sup> ar ti lage	st <sup>3</sup> op page
sav age	do tage	p <sup>4</sup> ar en tage	p <sup>4</sup> as sage
im age	v <sup>4</sup> in tage	her i tage	c <sup>3</sup> ot tage
spin age	p <sup>3</sup> or tage	ad v <sup>4</sup> an tage	pot tage
vis age	pos tage	es pi o nage	v <sup>4</sup> as sal age
h <sup>3</sup> om age	h <sup>3</sup> os tage	<i>Con. Double.</i>	ap p <sup>4</sup> en dage
b <sup>4</sup> an dage	p <sup>4</sup> ack age†	C <sup>4</sup> ab bage	as sem blage

LESSON LII.—52.—*e* in final syllables.—*Vowels Single.*

<sup>1</sup>	c <sup>3</sup> o gent	d <sup>4</sup> il i gent	<i>Con. Double.</i>
A ged	ur gent	in di gent	C <sup>3</sup> ol lege
le gend	strat a gem	in d <sup>4</sup> ul gent	g <sup>4</sup> ib bet§
a gent	h <sup>4</sup> y dro gen	in sur gent	gen tle ness
re gent	n <sup>3</sup> i tro gen	en l <sup>4</sup> arge ment	in t <sup>4</sup> al li gent

\* See NOTE, page 62. † *y* like long *e*. ‡ *ck* like *k*. § *e* like short *i*.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

LESSON LIII.—53.—*i* and *u* in final syllables.—*Vowels Single.*

M <sup>á</sup> gic	v <sup>és</sup> tige	ge <sup>ól</sup> o gist	di g <sup>és</sup> tive
tra gic	o blige	al ge brá ic	l <sup>é</sup> gis la tive
l <sup>ó</sup> gic	ór i gin	en er g <sup>ét</sup> ic	D <sup>él</sup> uge
r <sup>í</sup> gid	g <sup>én</sup> e sis	á gile	gyp sum
vi gil	gym n <sup>ás</sup> tic	gen tile	in d <sup>úl</sup> ge
m <sup>ár</sup> gin	g <sup>én</sup> er al ize	gen u ine	di vulge
d <sup>í</sup> git	a p <sup>ól</sup> o gize	i m <sup>á</sup> gine*	ge r <sup>á</sup> ni um

LESSON LIV.—54.—*y* like long *e*.—*Vowels Single.*

G <sup>í</sup> p sy	l <sup>ít</sup> ur gy	ge ne <sup>ál</sup> o gy
gen try	a n <sup>ál</sup> o gy	min er al o gy
tra ge dy	ge <sup>ól</sup> o gy	a g <sup>íl</sup> i ty
en er gy	zo ol o gy	gen til i ty
sur ger y	a pol o gy	vir gin i ty†
pr <sup>ód</sup> i gy	as trol o gy	gen er <sup>ál</sup> i ty
pro ge ny	ge om e try	gen er <sup>ós</sup> i ty
l <sup>é</sup> gi bly	et y m <sup>ól</sup> o gy	i m <sup>á</sup> gin a ry*

LESSON LV.—55.—*Va. terminations, Diph. and Triphthongs.*

W <sup>á</sup> ges†	<i>Consonants Double.</i>	s <sup>ie</sup> ge
pr <sup>ív</sup> i lege†	G <sup>én</sup> er al ly	p <sup>í</sup> geon
sac ri lege†	il l <sup>é</sup> gi ble	sui geon
gen der	in tel li gi ble	stur geon
l <sup>é</sup> ger	in c <sup>ór</sup> ri gi ble	e <sup>ú</sup> lo gize
in te ger	<i>Various Diphthongs.</i>	pla gia rism
re gis ter	Out rage	<i>Con. Double.</i>
as tr <sup>ól</sup> o ger	voy age‡	C <sup>ár</sup> riage
g <sup>én</sup> tle	gen. t <sup>é</sup> l	mar riage
t <sup>í</sup> tle page	áp o gee	<i>Triphthong iou.</i>
g <sup>én</sup> tle man	per i gee	Con tá gious
le gi ble	l <sup>é</sup> gion	pro d <sup>í</sup> gious
el i gi ble	re gion	re li gious
man age a ble	re l <sup>í</sup> gion	li ti gious
ve ge ta ble	con tá gion	sac ri l <sup>é</sup> gious

\* first *i* like long *e*.

† first *i* like short *e*.

‡ *e* like short *i*.

§ *a* like short *i*.

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

LESSON LVI.—56.—Various Diph., Triph., &c.—*Con. Single.*

S <sup>au</sup> sage*	En co <sup>ur</sup> age ment*	in d <sup>ul</sup> gence
co <sup>ur</sup> age*	in di ge nous	r <sup>e</sup> gi cide
pa geant	ho mo g <sup>e</sup> ne ous	a <sup>u</sup> gen cy
gen er ous	het e ro g <sup>e</sup> ne ous	re gen cy
en co <sup>ur</sup> age*	tau t <sup>ol</sup> o gy	u <sup>r</sup> gen cy
Triphthong <i>eu</i> .	tau to l <sup>o</sup> gi cal	vi gi lance
Cour a <sup>u</sup> geous	<i>g and c both soft.</i>	ma gis tra cy
out ra geous	D <sup>il</sup> i gence	de g <sup>en</sup> er a cy
ad van ta <sup>u</sup> geous	in di gence	in tel li gence†

LESSON LVII.—57.—*G* hard, before *a, o, u, l*, and *r*, and at the end of words and syllables.—*Vowels Single.*

B <sup>ag</sup>	p <sup>ig</sup>	sn <sup>ug</sup>	gr <sup>ape</sup>	gl <sup>and</sup>	gr <sup>ub</sup>
rag	rig	drug	gave	grand	gush
wag	wig	shrug	grave	gas	gum
snag	brig	b <sup>og</sup>	gaze	gash	grum
brag	sprig	dog	glide	gasp	gun
drag	bug	hog	gripe	grasp	glut
beg	dug	log	grind	grant	grunt
leg	hug	grog	globe	dregs	gust
peg	jug	gl <sup>ade</sup>	grove	grim	G <sup>od</sup>
big	mug	grade	gold	grin	got
dig	rug	gale	g <sup>arb</sup>	grist	gone
jig	plug	game	gl <sup>ad</sup>	glimpse	gl <sup>ove</sup>

LESSON LVIII.—58.—*a* in final syllables.—*Vowels Single.*

St <sup>ig</sup> ma	ag ate	pr <sup>op</sup> a gate
d <sup>og</sup> ma	bri g <sup>ade</sup>	d <sup>el</sup> e gate
pa g <sup>o</sup> da	de grade	sub ju gate
o me ga	re gale	nav i gate
e n <sup>ig</sup> ma	en grave	lit i gate
re g <sup>a</sup> li a	re g <sup>ard</sup>	mit i gate
mag no li a	r <sup>et</sup> ro grade	ob li gate
in s <sup>ig</sup> ni a	stag nate	in sti gate
g <sup>ar</sup> land	m <sup>i</sup> grate	reg u late

\* *a*, in *age*, like short *i*.† *l* double.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

LESSON LIX.—59.—*a* in final syllables.—*Vowels Single.*

D <sup>1</sup> ēs ig nate	v <sup>1</sup> a grant	re p <sup>1</sup> ūg nant
grav i tate	be g <sup>1</sup> ān	di ag o nalt
em i grate	prōd i gal	a grā ri an
pro m <sup>1</sup> āl gate	m <sup>1</sup> īr tin gal	v <sup>1</sup> ūl gar†
v <sup>1</sup> a ri e gate	īn te gral	vin e gar†
in v <sup>1</sup> ēs ti gate	dī a gram	<i>Con. Double.</i>
a mal ga mate	rēg u lar*	Grām mar*
in vig o rate	jū gu lar*	ar ro gate
lē gal	ēl e gant	sur ro gate
sīg nal	ig no rant	ar ro gant
pā gan	em i grant	in tēr ro gate
ōr gan	in dīg nant	gram mā ri an
stāg nant	ma lig nant	par al lēl o gram

LESSON LX.—60.—*e* and *i* in final syllables.—*Vowels Single.*

Nūt meg	in grē di ent	grōss ness
grav el	grū el‡	gār ret
gōs pel	grōv el	di grēss
māg net	<i>Con. Double.</i>	trans gress
gār ment	<sup>4</sup> Egg	gōv er ness
re grēt	gōd dess	re gār d less
līg a ment	ē gress	<i>i final.</i>
ār gu ment	re gress	Pīl grim
gōv ern ment		gār nish

LESSON LXI.—61.—*i* in final syllables.—*Vow. Sin.*

Grā tis	gāl van ism	pre rōg a tive
ig nīte	mag net ism	ar gu mēn ta tive
sīg nal ize	vul gar ism†	mag a zīne
mag net ize	ē go tism	<i>Consonants Double.</i>
gōr man dize	e go tist	Gōs sip
or ga nize	nēg a tive	pro grās sive
stīg ma tize	pur ga tive	trans gres sive
pā gan ism	an tāg o nist	in ter rōg a tive

\* *a*, final, flat.

† *i* long.

‡ *a* like short *u*.

§ *e* like short *i*.

|| first *e* like short *u*.

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
 Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

LESSON LXII.—62.—Various terminations.—*Vowels Single.*

Nê gro	mâr i gold	Glôb ule
în di go	vag a bond	be gân
lum bâ go	hep ta gon	grât i tude
ver ti go	pôl y glot*	mag ni tude
em bâr go	<i>Con. Double.</i>	sig na ture
un der gô	Glôss	in grât i tude
ren e gâ do	grôss	as par a gus
grâve stone	grôt to	ig no râ mus
grind stone	en grôss	grân a ry
be gôt	al lê gro	bur gla ry

LESSON LXIII.—63.—*y* in final syllables.—*Vowels Single.*

Grâve ly	pâr ga tor y†	prod i gâl i ty
ûg ly	de rôg a tor y†	reg u lar i ty
pig my	grâv i ty	mag na nim i ty
glô ry	dig ni ty	<i>Consonants Double.</i>
gra vy	gra tù i ty	Glâs sy
bîg a my	le gâl i ty	gras sy
ag o ny	re gal i ty	glôs sy
big ot ry†	vul gar i ty	grâv el ly
grand jâ ry	in dig ni ty	gal lan try
ig no min y	ma lig ni ty	gal ler y
ma hôg a ny	be nig ni ty	gun ner y
trig o nôm e try	in teg ri ty	al le gor y†
nû ga tor y†	am bi gû i ty	in ter rôg a tor y†

LESSON LXIV.—64.—*e* and *o*, unaccented, like short *u*.—*Vowels Single.*

Gân der	wâg on er	wâg on	nâv i ga tor
gâr ner	en grâ ver	drag on	reg u la tor
gar ter	<i>Con. Double.</i>	jâr gon	<i>Con. Double.</i>
grâ ver	Glîm mer	vîg or	Gâm mon
gâm bler	gun ner	big ot	gal lop
gâme ster	glit ter	spig ot	trans grê <sup>s</sup> sor
gôv ern	gut ter	gôv er nor	al li gâ tor

\* *y* like long *e*.† *o*, unaccented, like short *u*.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

LESSON LXV.—65.—e and o, unaccented, silent, and Various Diphthongs.—*Consonants Single.*

Grām ble	<i>Diphthongs.</i>	nōse gay	a grēe ment
gār ble	Groin	gay ly	a gree a bly
bū gle	ground	gay e ty	a gree a ble
gār gle	gāin	gain sáy	guide
gar den	grain	glēe	guile
gar den er	gāi ters	green	guise
im prēg na ble	bār gain	greet	guil ty
<i>Consonants Double.</i>	re gāin	gree dy	gāuze
Grid dle	grew	gran dēe	gau dy
grap ple	growl	a gree	in āu gu ral
glad den	gown	de gree	grēy hound
gar ri son	gāy	a greed	guil t
glut ton y	gray	pēd i gree	guār di an

LESSON LXVI.—66.—Various Diphthongs, and c hard.—*Con. Sin.*

Glēam	gōise	ār gue	pro rōgue
glean	groove	plāgue	dī a logue
grēa sy	bride groom	vague	pēd a gogue
ea gle	glōm y	rogue	dem a gogue
gōad	dra gōin	vogue	syn a gogue
goal	hōgs head	league	cat a logue
goat	glūe	prōl ogue	dec a logue
glōm	ā gue	ēc logue	ep i logue

LESSON LXVII.—67.—Va. Diphthongs, and c hard.—*Con. Sin.*

Glōw	am big u ous	gren a diēr
grow	con tig u ous	lig num vi tae
gōdd	a nal o gous	<i>Con. Double.</i>
lōg wood	mag nan i mous	Guēss
gōr geous*†	gra tū i tous	grāy ness
grēe vous	ig no mīn i ous	grēen ness
glo ri ous	e grē gioust†	gāu di ness
rīg or oust†	in vei gle	grēat ness
vig or oust	brig a diēr	grēe di ness

\* Triph. *eu* like short *u*.

† Triph. *iou* like short *u*.

† first *o* like short *u*.

§ sec. *g* soft.

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
 Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

LESSON LXVIII.—68.—Various sounds of *c* and *g*.

First <i>g</i> hard.	<i>G</i> and <i>c</i> hard.	ôc ta gon
Gouge	Crâg	mag nêt ic
gôrge	clôg	cât e gor y*
en gâge	câr go	prog nôt ti cate
gam bôge	gar lic	co âg u late
pîl grim age	neg lêt	par e' gôr ic
neg li gent	côn ju gate	<i>Consonants Double.</i>
en gâge ment	câs ti gate	Gram mât i cal
re en gâge ment	côn ju gal	al le gôr i cal

LESSON LXIX.—69.—Various sounds of *g* and *c*.

<i>G</i> hard and <i>c</i> soft.	nêg li gence†	gâg	be gêt
Grâce	grô cer y	gimp	be gin
glâce	sa gâ ci ty	give	êa ger
ci gâr	guî dance	târ get‡	<i>Con. Double.</i>
êl e gance	grie vance	gâg let‡	Gâd dy
ig no rance	<i>G</i> hard, before <i>e</i> ,	giv er	giz zard§
re pûg nance	<i>i</i> , and <i>y</i> .	tî ger	be gîn ner
lêg a cy	Gêt	gâv en	âr ro gance

LESSON LXX.—70.—*gg* both hard.—*Other Consonants Single.*

Râg ged	drûg gist	dâg ger	âg gran dize
shag ged	shag gy	stag ger	wag ger y
snag ged	snag gy	dig ger	âg gran dize ment
crag ged	crag gy	trig ger	<i>Diphthongs.</i>
rug ged	bug gy	dôg ger	Ag griève
dôg ged	mug gy	strâg gle	lôg ger head
wâg gish	bôg gy	gig gle**	<i>Other Con. Double.</i>
slug gish	clog gy	smug gle	Ag grêss
hông gish	bâg gage¶	strug gle	ag gres sor*
lêg gin	beg gar§	gôg gle	râg ged ness
big gin	nig gard§	jog gle	crag ged ness
pig gin	mag got*	âg gre gate	rug ged ness
nôg gin	beg gar y§	ag gra vate	slug gish ness

\* *o* like short *u*. † second *g* soft. ‡ *e* like short *i*. § *a* like short *u*.

|| *g* hard before *a*. ¶ second *a* like short *i*. \*\* first *g* hard.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

Sounds of *Ng*.

LESSON LXXI.—71.—The sharp and nasal sound of *ng*.—*Vowels*

*Single.*

Hằng	húng	hằng ing	ổb long	smỉ ling
pang	sung	bring ing	a lổng	na ming
sang	stung	spring ing	be long	di ning
king	sprung	hỉre ling	a mổng	li ning
sing	strung	dẳr ling	sủ ing	du ring
wing	lổng	wỏrld ling	dỏ ing	ri sing
sling	song	stríp ling	mỏrn ing	do ting
bring	prong	dump ling	háv ing	sa ving
sting	strong	tỉ dings	trả ding	mỏ ving
spring	tongs	kỉng dom*	ri ding	stả bling
string	lẫngs	side long	ba king	trẻm bling

LESSON LXXII.—72.

Vål u ing	ẻ ven ing	im pỏ sing
pub lish ing	pur sủ ing	a mu sing
lim it ing	be lổng ing	de pu ting
num ber ing	pro vỉ ding	sur vỉ ving
hin der ing	pre su ming	re mỏ ving
prỏs per ing	ad mỉ ring	im pro ving
plås ter ing	sur pri sing	bap tỉ zing
ỏ pen ing	re po sing	ev er lẳt ing

LESSON LXXIII.—73.—*Consonants Double.*

Rỏb bing	plản ning	spẻt.ting	kẻd nap ping
ắd ding	sin ning	shut ting	wỏr ship ping
bed ding	spin ning	trỏt ting	wẻt nes sing
wed ding	run ning	pẻd dling	im pẻl ling
pẻd ding	step ping	mid dling	ja pan ning
tẻl ling	shỏp ping	set tling	sup pỏ sing
spel ling	wỏr ring	ham mer ing	trans mẻt ting
wỉl ling	hẻr ring	mar ry ing	ap prỏ ving
shỉl ling	bles sing	bỏt tom ing*	wẻl ling ness
trim ming	sít ting	bẻl lot ing*	hum ming bird†

\*o, second syllable, like short u.

†i, last syllable, like short u.

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

LESSON LXXIV.—74.—Diphthongs, &c.—*Consonants Single.*

Boil ing	vow ing	g, not final, soft.	g <sup>4</sup> ar den ing
toil ing	drown ing	g <sup>4</sup> in seng	<i>Con. Double.</i>
sound ing	p <sup>4</sup> ay ing	r <sup>4</sup> a ging	G <sup>4</sup> un ning
s <sup>4</sup> ail ing	read ing	ur ging	get ting
see ing	speak ing	o bli ging	g <sup>4</sup> oss sip ing
sleep ing	ha r <sup>4</sup> angue	de g <sup>4</sup> en er a ting	g <sup>4</sup> al lop ing*
c like s.	c like k.	g, not final, hard.	be g <sup>4</sup> in ning
l <sup>4</sup> a cing	cl <sup>4</sup> ing	g <sup>4</sup> o ing	trans gres sing
d <sup>4</sup> an cing	cl <sup>4</sup> o sing	g <sup>4</sup> iv ing	gg both hard
ck like k.	<i>Con. Double.</i>	gil ding	b <sup>4</sup> eg ging
t <sup>4</sup> ick ing	C <sup>4</sup> an ning	g <sup>4</sup> oss ling	dig ging
st <sup>4</sup> ock ing	crip pling	g <sup>4</sup> am bling	strug gling

LESSON LXXV.—75.—*ng* sharp like *ngg*.—*Consonants Single.*

Words in which the *n*, being in an accented syllable, and the *g* hard, is pronounced like *ng*, as if the *g* were double or written twice. Thus, *man-go*, *an gle*, are pronounced as if written *mang go*, *ang gle*. *C* hard.

L <sup>4</sup> on gest	l <sup>4</sup> in ger	sp <sup>4</sup> an gle	tri an gle
stron gest	hun ger	stran gle	en t <sup>4</sup> an gle
l <sup>4</sup> an guid	l <sup>4</sup> on ger	jin gle	yo <sup>4</sup> un ger
an guish	stron ger	min gle	youn gest
lan guish	m <sup>4</sup> on ger	tin gle	<i>Con. Double.</i>
san guine	an gler	shin gle	C <sup>4</sup> on gress
man go	an gle	c <sup>4</sup> on gre gate	in gress
c <sup>4</sup> on go	dan gle	an gu lar†	c like s.
s <sup>4</sup> in gly	jan gle	sin gu lar†	an gli cise
an gry	man gle	tri an gu lar††	an gli cism
hun gry	tan gle	sin gu lar i ty	s <sup>4</sup> ur cin gle

LESSON LXXVI.—76.—*ng* flat, like *nj*, and *c* hard.—*Vowels Single.*

R <sup>4</sup> ange	pl <sup>4</sup> ange	de r <sup>4</sup> ange	as trin gent
strange	an gel	e strange	re strin gent
h <sup>4</sup> inge	t <sup>4</sup> an gent	re v <sup>4</sup> enge	de r <sup>4</sup> ange ment
singe	pun gent	l <sup>4</sup> on gi tude	con ge ni al
tinge	l <sup>4</sup> oz enge	an g <sup>4</sup> el ic	e v <sup>4</sup> an ge list
cringe	en gine	con tin gent	ev an g <sup>4</sup> el i cal

\* o like short u.

† a, last syllable, flat.

† i long.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

LESSON LXXVII.—77.—*ng* flat and *c* hard.—*Vowels Single.*

Dân ger	pân gen cy*	pôr rin ger
man ger	con tân gen cy*	ar rânge ment
stran ger	in ge nû i ty	<i>Diphthongs.</i>
gîn ger	con ge ni âl i ty	Pon gèè
stin gy	<i>Consonants Double.</i>	en gi nèèr
hâr bin ger	Ar rânge	dân ger ous
tân gi ble	pâs sen ger	dûn geon
lon gæv i ty	mes sen ger	con géal

LESSON LXXVIII.—78.—*n* fol. by *k* and *c* hard.—*Vowels Single.*

NOTE.—*N*, in a monosyllable or an accented syllable, immediately followed by *k* or *c* hard, has a compound and mixed sound, like sharp *ng*, as if *g* hard were written after it. Thus, *bank*, *uncle*, are pronounced as if written *bangk*, *ungkle*.

Bânk	kânk	spânk	cânk er
hank	link	drunk	hank er
lank	mink	trunk	drink er
rank	pink	shrunk	tink er
sank	tink	hunks	ank le
tank	wink	mônk	rank le
shank	blink	ânk stand	tink le
blank	clink	bank rupt	sprink le
clank	slink	em bânk	drunk en
plank	brink	em bank ment	bank a ble
crank	drink	tânk ard†	drink a ble
drank	prink	drunk ard†	mônk ey
prank	shrink	blank et‡	<i>Con. Double.</i>
shrank	sunk	trink et‡	Rânk ness
ink	slunk	bank er	drunk en ness

LESSON LXXIX.—79.—*n* followed by *c*, and *c* hard.—*Vowels Sin.*

Côn cave	sân co pe	sân ti ty	sân ti mon y
con clave	in cre ment	in stân tive	cal a mân co
con cord	côn cu bine	con junc tive	<i>Diphthong ou.</i>
pre cinct§	sân ti tude	sub junc tive	Côn course
ûn cle	in cu bus	com punc tive	rân cor ous

\* *c*, final, like *s*. † *a* like short *u*. ‡ *e* like short *i*. § first *c* like *s*.

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
 Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

LESSON LXXX.—80.—*dg*, like soft *g* or *j*, and *c* and *g* hard.—  
*Vowels Single.*

B <sup>4</sup> adge	br <sup>4</sup> idge	c <sup>4</sup> ar tridge	c <sup>4</sup> udg el*
edge	budge	par tridge	badg er
hedg <sup>e</sup>	judg <sup>e</sup>	a br <sup>4</sup> idge	drudg er y
ledg <sup>e</sup>	drudg <sup>e</sup>	pre judg <sup>e</sup>	<i>r Double.</i>
sedg <sup>e</sup>	grudg <sup>e</sup>	mis judg <sup>e</sup>	P <sup>4</sup> or ridge
wedg <sup>e</sup>	trudg <sup>e</sup>	b <sup>4</sup> udg et	<i>Diph. eo.</i>
pledg <sup>e</sup>	d <sup>4</sup> odg <sup>e</sup>	judg ment	D <sup>4</sup> udg eon
sledg <sup>e</sup>	lodg <sup>e</sup>	l <sup>4</sup> odg ment	gudg eon
ridg <sup>e</sup>	ēdg <sup>e</sup> wise	a br <sup>4</sup> idg ment	bludg eon

F and its representatives GH and PH.

LESSON LXXXI.—81.—*f* single.—*Vowels Single.*

F <sup>4</sup> ade	f <sup>4</sup> ive	f <sup>4</sup> ork	f <sup>4</sup> ied	l <sup>4</sup> ift	t <sup>4</sup> uft
safe	froze	form	pelf	rift	f <sup>4</sup> ond
flake	fold	f <sup>4</sup> ash	flesh	sift	from
fame	ford	flask	fresh	shift	oft
flame	fluke	flap	fret	drift	loft
frame	fume	flat	left	flint	soft
fate	flume	aft	felt	fist	font
fife	flute	raft	fish	turf	frost
file	f <sup>4</sup> ar	waft	frisk	flush	fr <sup>4</sup> ont
fine	farm	shaft	film	furl	first
fire	f <sup>4</sup> or	fast	flip	fund	flirt

LESSON LXXXII.—82.—*a* final syllables.—*Vowels Single.*

S <sup>4</sup> o fa	pro f <sup>4</sup> ane	fr <sup>4</sup> o ward†	in flu ēn za
flo ta	in flate	f <sup>4</sup> or ward†	fun da men tal
fe male	f <sup>4</sup> or mal	a f <sup>4</sup> ar	<i>Con. Double.</i>
w <sup>4</sup> el fare	f <sup>4</sup> i nal	f <sup>4</sup> or mu la	F <sup>4</sup> all
w <sup>4</sup> ar fare	flo ral	f <sup>4</sup> ed er al	be f <sup>4</sup> all
f <sup>4</sup> il trate	fa tal	fes ti val	fore stall
frus trate	fire man	re f <sup>4</sup> u sal	w <sup>4</sup> a ter fall
for s <sup>4</sup> ake	fire arms	be fore hand	f <sup>4</sup> er ry man
de fame	in fant	de f <sup>4</sup> en dant	s <sup>4</sup> as sa fras
in flame	f <sup>4</sup> ri ar†	in f <sup>4</sup> or mant	flo t <sup>4</sup> il la

\* *e* like short *i*.

† *a* like short *u*.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

LESSON LXXXIII.—83.—*e* and *i* in final syllables.—*Vowels Single.*

F <sup>a</sup> ted	f <sup>i</sup> nite	in f <sup>i</sup> del	f <sup>l</sup> an nel
fr <sup>ê</sup> sh et	flu id	fun da ment	fun nel
fl <sup>u</sup> ent	fl <sup>ô</sup> r id	man i fest	fil let†
f <sup>î</sup> l bert	s <sup>ê</sup> lf ish	re fr <sup>ê</sup> sh ment	f <sup>â</sup> re well
f <sup>ô</sup> r est	fam ish	in ter f <sup>ê</sup> re	fine ness
de f <sup>ê</sup> nd	fin ish	b <sup>ê</sup> n e fit	f <sup>ô</sup> nd ness
re fresh	fur nish	f <sup>â</sup> vor ite†	fr <sup>ê</sup> sh ness
it self	fl <sup>ô</sup> r in	d <sup>ê</sup> f i nite	f <sup>ô</sup> r tress
her self	f <sup>i</sup> nis	in f <sup>i</sup> nite	pro f <sup>ê</sup> ss
him self	de file	de f <sup>ê</sup> n sive	b <sup>â</sup> sh ful ness
my self*	de fine	in d <sup>ê</sup> f i nite	sin ful ness
fo ment	re fine	de f <sup>î</sup> n i tive	mel l <sup>î</sup> f lu ent
in fest	f <sup>û</sup> tile	in f <sup>î</sup> n i tive	f <sup>î</sup> ll
f <sup>î</sup> re side	f <sup>â</sup> m ine	Con. Double.	f <sup>ô</sup> p pish
b <sup>ô</sup> n fire	fem i nine	F <sup>ê</sup> ll	fos sil

LESSON LXXXIV.—84.—*o* in final syllables.—*Vowels Single.*

Blind fold	here ôf	trans f <sup>ô</sup> rm	m <sup>â</sup> n i fold
pl <sup>ât</sup> form	de f <sup>ô</sup> rm	for lorn	û ni form
be f <sup>ô</sup> re	in form	a l <sup>ô</sup> ft	here to f <sup>ô</sup> re‡
un fold	per form	f <sup>ô</sup> li o	man i f <sup>ê</sup> s to

LESSON LXXXV.—85.—*u* in final syllables.—*Vowels Single.*

Wake ful	t <sup>û</sup> ne ful	w <sup>î</sup> sh ful	f <sup>û</sup> se
bale ful	use ful	brim ful	fo rum
shame ful	ârm ful	sin ful	pro f <sup>û</sup> se
bane ful	harm ful	hurt ful	in fuse
hate ful	art ful	lust ful	re fute
waste ful	h <sup>â</sup> nd ful	pit i ful	re f <sup>â</sup> nd
dire ful	bash ful	d <sup>û</sup> ti ful	f <sup>ô</sup> r ti tude
mind ful	man ful	pl <sup>ên</sup> ti ful	Con. Double.
wo ful	lap ful	w <sup>ôn</sup> der ful	F <sup>û</sup> ll
dole ful	help ful	un mind ful	f <sup>û</sup> ss
hope ful	fret ful	un du ti ful	fuzz

\* *y* like long *e*.

† *o* like short *u*.  
‡ second *o* like *oo*.

‡ *e* like short *i*.

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
 Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

LESSON LXXXVI.—86.—In *fy, y* like long *i*.—*Vowels Single.*

Fly	pù ri fy	ám pli fy	núl li fy
fry	pét ri fy	sim pli fy	ter ri fy
de fy	fál si fy	sat is fy	hór ri fy
rát i fy	nò ti fy	be át i fy	os si fy
ed i fy	tês ti fy	in dem ni fy	In <i>efy</i> .
ver i fy	jus ti fy	i den ti fy*	Rár e fy
vil i fy	fór ti fy	<i>Con. Double.</i>	stù pe fy
mòd i fy	mor ti fy	Mól li fy	pu tre fy

LESSON LXXXVII.—87.—*y* in final syllables.—*Vowels Single.*

Flêsh y	per fà mer y	in fi dèl i ty
fù ry	for mál i ty	u ni fór mi ty
flím sy	fa tal i ty	in fe ri ór i ty
sáfe ty	fi del i ty	fèl on yt
fíf ty	fer til i ty	préf a tor yt
lóf ty	fu til i ty	de fám a tor yt
fór ty	pro fan i ty	<i>Consonants Double.</i>
frós ty	in fin i ty	Fól ly
bél fry	fes tiv i ty	fúl ly
fám i ly	fri vól i ty	fêr ry
in fa my	pro fàn di ty	flat ter y
in fan try	de fór mi ty	in flám ma tor yt
fì er y	fu tà ri ty	fal li bíl i ty
físh er y	su per flù i ty	in flam ma bíl i ty

LESSON LXXXVIII.—88.—*e* and *o* in final syllables.—*Vow. Sin.*

Fù el†	áf ter	per fór mer	fore rún ner
flás ket†	raf ter	de fì ner	<i>o</i> like short <i>u</i> .
fris ket†	fál ter	<i>Con. Double.</i>	Fèl on
fen der	fil ter	Fòd der	fà vor
wá fer	fes ter	flát ter	fla vor
píl fer	fòs ter	fet ter	in fè ri or
fár mer	fè ver	flut ter	<i>s</i> double.
fór mer	per fà mer	far ri er	Pro fès sor

\* first *i* long.

† *o* like short *u*.

‡ *e* like short *i*.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

LESSON LXXXIX.—89.—In *le* and *en*.—*Vowels Single.*

F <sup>a</sup> ble	r <sup>e</sup> f er a ble	<i>Consonants Double.</i>
f <sup>o</sup> n dle	pref er a ble	F <sup>i</sup> d dle
r <sup>i</sup> fle	pr <sup>o</sup> f it a ble	f <sup>a</sup> l len
tri fle	f <sup>o</sup> r mi da ble	f <sup>a</sup> l li ble
sti fle	f <sup>a</sup> vor a ble*	for b <sup>i</sup> d den
fro zen	in f <sup>e</sup> r a ble	in fl <sup>a</sup> m ma ble
f <sup>u</sup> si ble	trans fer a ble	in fal li ble

LESSON XC.—90.—Diphthongs.—*Consonants Single.*

Foil	f <sup>a</sup> il	f <sup>e</sup> ed	Fri day
foi ble	flail	reef	de fr <sup>a</sup> y
found	frail	feel	<i>ea.</i>
fount	fail ure	fleet	Fr <sup>e</sup> ak
frou zy	frail ty	free dom*	fear
pro found	a fr <sup>a</sup> id	need ful	feast
boun ti ful	re frain	fif teen	f <sup>e</sup> ar ful
frown	<i>ee.</i>	f <sup>e</sup> è ble	de f <sup>e</sup> at
flow er y	F <sup>e</sup> è	fore sèè	f <sup>e</sup> a si ble
pow er ful	free	ref er ee	fea si b <sup>i</sup> l i ty

LESSON XCI.—91.—Diphthongs.—*Consonants Single.*

F <sup>o</sup> am	Fl <sup>ow</sup>	<i>oo.</i>	f <sup>u</sup> r row
<i>ie.</i>	f <sup>a</sup> sh ion	F <sup>o</sup> ed	f <sup>o</sup> l low
Bri <sup>e</sup> f	heif er	hoof	<i>ou</i> like short <i>u.</i>
field	f <sup>o</sup> r feit	roof	Fl <sup>ou</sup> r ish
fiend	s <sup>u</sup> r feit	fool	f <sup>a</sup> mous
friend	fl <sup>aw</sup>	spoon ful	fu ri ous
friend ship	aw ful	f <sup>o</sup> re noon	in fa mous
fron tièr	law ful	af ter n <sup>o</sup> dn	fas t <sup>i</sup> d i ous
<i>au.</i>	<i>ea.</i>	f <sup>oo</sup> t	fe l <sup>o</sup> ni ous
Fr <sup>au</sup> d	St <sup>ea</sup> d fast	foot step	for tu i tous
fault	break fast	f <sup>a</sup> lse hood	<i>Triphthong eau.</i>
de fr <sup>au</sup> d	dread ful	<i>Con. Double.</i>	Bea <sup>u</sup> ti ful
de fault	f <sup>o</sup> re head	F <sup>a</sup> l low	beau ti fy

\**o* like short *u.*

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

LESSON XCII.—92.—*c* soft.—*Vowels Single.*

F <sup>á</sup> ce	pr <sup>é</sup> f er ence	éd i fice
f <sup>á</sup> rce	in fer ence	ár ti fice
pr <sup>é</sup> f ace	in flu ence	dén ti frice
sur face	be n <sup>é</sup> f i cence	frat ri cide
fur nace*	mu nif i cence	in fán ti cide
de f <sup>á</sup> ce	in ter f <sup>é</sup> rence	fa nat i cism
fi n <sup>á</sup> nce	cir c <sup>ú</sup> m fe rence†	fán cy
de f <sup>í</sup> ance	F <sup>ó</sup> rce	flú en cy
per f <sup>ó</sup> r mance	en f <sup>ó</sup> rce	ín fan cy
fa c <sup>í</sup> l i tate	re en f <sup>ó</sup> rce	fa c <sup>í</sup> l i ty
In <i>ence.</i>	be n <sup>é</sup> f i cent	fe li ci ty
F <sup>é</sup> nce	mu nif i cent	fe r <sup>ó</sup> ci ty
de f <sup>é</sup> nce	ar tif i cer	f <sup>ó</sup> r ci ble
d <sup>é</sup> f er ence	re en f <sup>ó</sup> rce ment	<i>l Double.</i>
ref er ence	b <sup>é</sup> n e fice	F <sup>á</sup> l la cy

LESSON XCIII.—93.—*c* hard.—*Con. Single.*

Cr <sup>á</sup> ft	con fúse	f <sup>á</sup> c tor†	fl <sup>é</sup> ce
fact	con fute	fac tor y†	f <sup>á</sup> u cet
clefť	con f <sup>ó</sup> rm	ol f <sup>á</sup> c tor y†	p <sup>é</sup> ace ful
fr <sup>á</sup> cas	c <sup>ó</sup> m fort†	re frac tor y†	fi <sup>é</sup> rce
ca lif	con fr <sup>ó</sup> nt	re fec tor y†	fierce ly
f <sup>á</sup> b ric	hán di craft	ben e f <sup>á</sup> c tor†	fr <sup>ó</sup> n tis piece
fran tic	con f <sup>í</sup> ne ment	mal e fac tor†	fin an ci <sup>é</sup> r
con fide	pro líf ic	sat is f <sup>á</sup> c tor y†	vo c <sup>í</sup> f er ous
de f <sup>é</sup> ct	fa nat ic	<i>Con. Double.</i>	fe li ci tous
in fect	de fec tive	Con f <sup>é</sup> ss	de c <sup>é</sup> it ful
re flect	per fec tive	ter r <sup>í</sup> f ic	<i>c hard.</i>
in flect	re flec tive	con fes sor†	Con found
in flict	cr <sup>á</sup> f ty	<i>Diphthongs.</i>	c <sup>ú</sup> r few
f <sup>ú</sup> l crum	fac ul ty	<i>c soft.</i>	cum frey
f <sup>ó</sup> cus	con f <sup>ó</sup> r mi ty	F <sup>l</sup> ounce	coun ter feit

\* *a* like short *i*.

† second *c* hard and *i* like short *e*.

‡ *o*, before *r*, like short *u*.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub. rule, bull—dew, crew—fly, system.

LESSON XCIV.—94.—Various sounds of *c* and *g*.—*Vow. Single.*

<i>c</i> soft and hard.	<i>g</i> soft.	f <sup>o</sup> r ger y
Pa c <sup>i</sup> f ic	F <sup>o</sup> rge	<i>Diphthongs.</i>
spe c <sup>i</sup> f ic	f <sup>o</sup> li age	F <sup>e</sup> r riage
cer t <sup>i</sup> f i cate	f <sup>r</sup> i gid	ref u g <sup>e</sup> è
c <sup>o</sup> n flu ence	fla ge let	<i>ck</i> like <i>k</i> .
con fer ence	re f <sup>u</sup> l gence	Fl <sup>o</sup> ck
con fi dence	f <sup>u</sup> gi tive	frock
con f <sup>e</sup> d er a cy	r <sup>e</sup> f uge	fr <sup>e</sup> ck le

LESSON XCV.—95.—*g* and *c* hard.—*Vowels Single.*

Fl <sup>a</sup> g	for g <sup>e</sup> t ful	sp <sup>e</sup> ci fy
graft	neg lect ful	<i>g</i> hard, <i>c</i> soft.
gift	sig ni f i cant	Fr <sup>a</sup> grance
gulf	fru gal i ty	grace ful
f <sup>r</sup> u gal	<i>Con. Double.</i>	cen tr <sup>i</sup> f u gal
fla grant	F <sup>o</sup> g gy	mag ni f i cence
fra grant	for give ness	mag ni f i cent
f <sup>r</sup> i g ate	p <sup>e</sup> t ti fog ger	<i>ng</i> sharp.
in gr <sup>a</sup> ft	In i fy— <i>y</i> long.	Fl <sup>i</sup> ng
f <sup>r</sup> a g ment	D <sup>i</sup> g ni fy	f <sup>i</sup> rst ling
fig ure	mag ni fy	f <sup>i</sup> n gert
gr <sup>a</sup> te ful	rec ti fy	<i>ng</i> flat.
for g <sup>e</sup> t	sig ni fy	Fr <sup>i</sup> nge
for give	gl <sup>o</sup> ri fy	in fr <sup>i</sup> nge
in gulf	gr <sup>a</sup> t i fy	re venge ful
fl <sup>a</sup> g on*	e l <sup>e</sup> c tri fy	<i>n</i> like <i>ng</i> sharp.
fag ot*	<i>c</i> soft.	Fl <sup>a</sup> nk
pr <sup>o</sup> f li gate	P <sup>a</sup> ci fy	frank

LESSON XCVI.—96.—FF.—*Other Con. Single.*—*Vowels Single.*

Sk <sup>i</sup> ff	bl <sup>a</sup> ff	t <sup>a</sup> r iff	r <sup>e</sup> s tiff	èf fort
stiff	snuff	sher iff	p <sup>o</sup> n tiff	of f <sup>e</sup> nd
muff	stuff	mid riff	d <sup>a</sup> n druff	af f <sup>o</sup> rd
puff	d <sup>i</sup> s taff	mas tiff	muf fin	af fr <sup>o</sup> nt

\* *o* like short *u*.

† *ng* pronounced as if *g* were double.

1	2	3	4	5	1	4	8	9	1	4	8	10	11
Fate,	far,	fall,	fat,	what—	me,	met,	her,	they—	pine,	pin,	stir,	shire,	firm—

LESSON XCVII.—97.—FF.—*Other Consonants Single.*

Dif fer	shuf fle	of fên sive	in of fên sive
suf fer	snuf fle	suf fer er	ef frôn ter y
snuf fers	waf fle	of fên der	af fin i ty
ôf fer	âf flu ent	âf fa ble	af fa bîl i ty
bâf fle	dif fer ent	ef flâ vi a	suf fer a ble
raf fle	dif fi dent	ef fêm i nate	in suf fer a ble
muf fle	buf fa lo	in dif fer ent	in ef fa ble
ruf fle	dif fû sive	af fi dâ vit	dêp u ty sher iff

LESSON XCVIII.—98.—FF.—*Other Consonants Single.*

c and g soft.	êf fi ca cy†	af flîc tive
<sup>5</sup> Of fice	in dif fer ence	dif fi cul ty
ef fâce	c and g hard.	<i>Diphthongs.</i>
suf frage*	Câff	Fêoff
af flu ence	côf fin	feoff ment
dif fer ence	cof fer	bâil iff
dif fi dence	af flîct	cai tiff
ef fûl gence	suf fo cate	côf fee
êf fi gy	dif fi cult	buf fêôn
ôf fi cer	ef fêc tive	af frây

LESSON XCIX.—99.—GH sounded like *f*.—*c* hard and *ng* sharp.*Gh* is always preceded by a Diphthong, when sounded like *f*.

Lâugh	roug <sup>h</sup> cast	roug <sup>h</sup> ly	lâugh a ble
côugh	rough draught	tough ly	hôôp ing cough
trough	rough shod	rough en	<i>Consonants Double.</i>
toûgh	lâugh ter	tough en	Roûgh ness
clough	roug <sup>h</sup> draw	e noûgh	tough ness

LESSON C.—100.—PH sounded like *f*.—*a* in *fi*. syl.—*c* and *g* hard.

Sûl phate	têl e graph	e phêm e ral
ser aph	spher i cal	bi o grâph i cal†
ôr phan	el e phant	at mo spher i cal
pâr a phrase	tri âm phal†	al pha bet i cal
cam pho rate	tri um phant†	phil o sôph i cal
ep i taph	em phat i cal	met a phor i cal
par a graph	pro phet i cal	par a pher nâ li a

\* *a* like short *i*.† first *c* hard.‡ *i*, first syl., long.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

LESSON CI.—101.—Various terminations.—*Vowels Single.*

Sphère	phi l <sup>ô</sup> s o phize	êph od
pâm phlet	a pos tro phize	phâ e ton
blas phème	e phê <sup>m</sup> e ris	sôph o more
ât mo sphere	grâph ic	phe nôm e non
hem i sphere	se râph ic	tri umph
al pha bet	em phat ic	sûl phur
ca tâs tro phe	phleg mat ic	phô <sup>s</sup> pho rus
a pô <sup>s</sup> tro phe	pro phet ic	o, final, like short u.
dôl phin	phar i sâ ic	Phân tom
êm pha size	tel e grâph ic	cam phor
ser a phim	sten o graph ic	phô <sup>s</sup> phor
aph o rism	at mo spher ic	mê <sup>t</sup> a phor
em pha sis	phil o sôph ic	met a môr phose

LESSON CII.—102.—Various sounds of *y*.—*Vowels Single.*

Lymph	typ o grâph i cal	e pîph a ny
nymph	met a phys i cal	bi ôg ra phy†
hý phen	<i>y</i> , like long <i>e</i> .	zo og ra phy
ty phus	Trô phy	ste nog ra phy
zêph yr*	phrên sy	to pog ra phy
phys i cal	blas phe my	phi los o phy
syc o phant	sôph is try	sým pho ny
met a phý <sup>s</sup> ics	a pôc ry pha	pôr phyr y*
hy dro phô bi a†	pe rîph er y	ty pôg ra phyt

LESSON CIII.—103.—Various terminations.

Ci pher	ge ôg ra phyô	<i>Diphthongs.</i>
phâr ma cyll	phra se ôl o gyô	Phêas ant
blas phê mer	ge o grâph i calô	âu to graph
bi ôg ra pher†	phren o lô gi calô	eù pho ny
ste nog ra pher	phil o lo gi calô	phâr i see
phi los o pher	<i>Consonants Double.</i>	blâs phe mous
phi lol o gyô	Phýs i cal ly	am phîb i ous
phre nol o gyô	phil o sôph i cal ly	sul phû re ous

\* *y*, sec. syl., like short *u*.

† *y*, first syl., like long *i*.

‡ *i* long.

|| *c* soft.

§ first *g* soft.

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

Sounds of 'TH.

LESSON CIV.—104.—TH sharp.—c hard.—*Vowels Single.*

Thème	p <sup>4</sup> th	w <sup>o</sup> rth	ân them
thrive	width	ca thê dral	north wêst
ninth	thin	a nâth e ma	thîr ti eth
both	thrum	e thê re al	thê o rem
sloth	thump	me thôd i cal	êp i thet
pâth	thrust	the ât ri cal	e lêv enth
wârmth	thrôb	le vî a than	zê nith
north	moth	math e mât i cal	here with
thorn	broth	or tho ep i cal	â the ism
thrâsh	thîrd	ar ith met i cal	a the ist
snath	thirst	the o ret i cal	mêth o dist
tenth	doth	sêv enth	cath o lic.
depth	month	hun dredth	ath lêt ic

LESSON CV.—105.—*Vowels Single.*

Pa thêt ic	be trôth	ca thôl i con
ca thâr tic	bîs muth	ôr tho e py
an tîth e sis	thim ble	mis ân thro py
pa ren the sis	thun der	ther môm e ter
a rith me tic	pan ther	a poth e ca ry
math e mât ics	pith y	y like i.
par en thet ic	thîr ty	Sým pa thize
mis an thrôp ic	thirs ty	lab yr inth†
a nâth e ma tize	âp a thy	sym pa thy†
mêth od*	thê or y*	hy pôth e sis‡
thresh old	thûn der storm	sym pa thêt ic
pâ thos	pan thê on*	hy po thet i cal§

LESSON CVI.—106.—*Various terminations.*

<i>Con. Double.</i>	w <sup>o</sup> rth less	<i>Diphthongs.</i>	brêadth
Thrâll	thîn ness	South	health
thîll	thrâll dom*	thou sand	wealth
thrill	in thrâll	heârth	threat
Sâb bath	in thrall ment	dêath	dearth

\* o like short u. † y like short e. ‡ sec. y like long e. § y like long i.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

LESSON CVII.—107.—DIPHTHONGS.—*Consonants Single.*

Thréé	thír teen	héal thy	áu tho rize
oath	south wést	weal thy	au thén tic
throat	south éast	threat en	au then tí cate
tháw	north east	thiè vish	au thór i ty
tôôth	Thárs day	áu thor*	au thor i ta tive

LESSON CVIII.—108.—*c and g soft, ck like k, ng sharp, and f sin.*

Thríce	lénth wise	<i>Diphthongs.</i>
thíck	slóth ful	Fáith
thank†	thríf ty	growth
think†	forth wíth	faith ful
thing	lénth en	au then tí ci ty
thróng	strength en	<i>ph like f, g hard.</i>
froth	thick en	Li thóg ra phy¶
lénth	me thég lin	or thog ra phy
strength	not with stánd ing	phil án thro pist
fíth	<i>g soft, c hard.</i>	phil an thro py
filth	Léth ar gy	phil an thróp ic
theft	the ôl o gy	or tho gráph i cal
thrift	my thol o gy†	<i>Consonants Double.</i>
thíck et	the o lô gi cal	Thíck ness
nóth ing	myth o lo gi cal	thank ful ness†
spénd thrift	or ní thol o gy	côm mon wealth*

LESSON CIX.—109.—*Th flat, c and g hard, ng sharp, f single.—Vowels Single.*

Thése	thís	láth er	bróth er	clóth ier§
tithe	thus	rath er	fá ther	them sélves
thine	bróth el	teth er	far ther	there in
those	bréth ren	hith er	fúr ther	with in
thy	fár thest	with er	nór thern	there ôf
thán	clóth ing	thith er	wór thy	there fôr
that	fár thing	ôth er	fáth om*	ôth er wise
them	thére fore	moth er	with stánd	fúr ther more
then	gath er	smoth er	thy self	fá ther ly

\* o like short u. † n, before k, like ng sharp. ‡ first y like long i.  
§ i like y consonant. || first e like long a. ¶ i long.

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
 Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

LESSON CX.—110.—*Th* flat, va. terminations, *Diph.*, &c.

Môth er ly	<i>Diphthongs.</i>	be nêath
broth er ly	Bôlth	with drâw
to gêth er*	smooth	hêa then ish
al to gêth er*	thîy	hea then ism
<i>Consonants Double.</i>	fêath er	brôth er hood
Môth er less	leath er	un der nêath
fâ ther less	lôath somet	fâ ther in law
fâth om less†	hea then	môth er in law
nev er the lëss	sôuth ern	broth er in law

### Sounds of the Prefix *Dis*.

Words in which *s*, in the prefix *dis*, is sharp and hissing, having either the primary or secondary accent on it, or being followed by an accented syllable beginning with a sharp consonant.

LESSON CXI.—111.—*c* and *g* hard, *f* single.—*Vowels Single.*

Dîs tant	dis trâct	dîs lo cate	dis fîg ure
dis trict	dis pel	dis pu tant	dis trib ute
dis tâste	dis tend	dis pò sal	dis còv er
dis pose	dis pense	dis còr dant	dis tèm per
dis close	dis til	dis pîr it	dis a bùse
dis pute	dis turb	dis cred it	dis re pute
dis cârd	dis trust	dis còm fit	dis re gârd

LESSON CXII.—112.—*Vowels Single.*

Dis re spêct	dis pên sa tor y†	dîs si pate
dis côn so late	in dis pu ta ble	dis so lute
dis crîm i nate	dis o bè di ent	dis tîl ler
dis pir it ed	dis a bîl i ty	dis sem ble
dis trib u tive	in dis pen sa ble	dis in thrâll†
dis pen sa ry	<i>Consonants Double.</i>	dis pos sêss
dis par i ty	Dis trêss	dis ap prôve
dis còv er y	dis sent	dis sêm i nate
dis en cûm ber	dis sect	dis tîl ler y
dîs pu ta ble	dis cuss	dis im bît ter
dis pên sa ble	dis sôlve	in dîs so lu ble

\* *g* hard.

† *o* unac. like short *u*.

‡ *th* sharp.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

LESSON CXIII.—113.—*Diphthongs, &c.*

Dis cl <sup>ai</sup> m	Consonants Double.	dis ad v <sup>au</sup> n tage*
dis tra <sup>ai</sup> n	Dis ap point	dis o b <sup>eo</sup> di ence
dis pla <sup>ay</sup>	dis ap point ment	dis ci plin <sup>a</sup> ri an
dis plea <sup>ae</sup> se	dis ap p <sup>ea</sup> ar	ng as if double.
dis cour <sup>ae</sup> se	c and g soft.	Dis t <sup>ai</sup> n guish
dis he <sup>ar</sup> ten	D <sup>i</sup> is tance	dis en t <sup>ai</sup> n gle
dis co <sup>ur</sup> age*	dis ci pline	n, ac., like ng sharp.
dis a gr <sup>ee</sup>	dis t <sup>ar</sup> bance	Dis t <sup>i</sup> inct
dis o b <sup>ey</sup>	dis par age*	dis tinc tive
dis co <sup>ur</sup> age ment*	dis ci ple	dis tinct ly
dis con t <sup>in</sup> ue	dis o blige	in dis t <sup>i</sup> inct

LESSON CXIV.—114.—*Various terminations.*

Words in which *s*, in the prefix *dis*, is flat like *z*, being followed by an accented syllable beginning with a vowel or a flat consonant.  
—*c* and *g* hard, and *f* single.

Dis like	dis m <sup>em</sup> ber	dis gr <sup>ac</sup> e ful
dis robe	dis o <sup>r</sup> der	<i>Diphthongs.</i>
dis <sup>ar</sup> m	dis <sup>as</sup> ter	Dis d <sup>ai</sup> n
dis b <sup>an</sup> d	dis <sup>a</sup> ble	dis may
dis gust	dis b <sup>ur</sup> den	dis own
dis burse	dis in ter est ed	dis guise
dis burse ment	c soft.	dis d <sup>ai</sup> n ful
dis junc tive†	Dis gr <sup>ac</sup> e	dis <sup>as</sup> trous

Sounds of the Combination *Sc*.

Words in which *sc*, followed by *a*, *o*, *u*, *l*, and *r*, sounds like *sk*.

LESSON CXV.—115.—*Vowels Single.*

Sc <sup>a</sup> le	sc <sup>o</sup> rn	scr <sup>i</sup> mp	tr <sup>a</sup> n script	in scrib <sup>e</sup>
scrape	sc <sup>a</sup> b	scrub	p <sup>o</sup> st script	pre scrib <sup>e</sup>
scribe	scan	scum	sc <sup>a</sup> n ty	pro scrib <sup>e</sup>
scope	scrap	l <sup>a</sup> nd scape	scur vy	sub scrib <sup>e</sup>
score	scalp	ras cal	scam per	tran scrib <sup>e</sup>
scold	scant	scan dal	e sc <sup>a</sup> pe	ob scure
sc <sup>a</sup> r	scrip	tus can	as cribe	de scry
sc <sup>a</sup> ld	script	sc <sup>a</sup> r let	de scribe	ab sc <sup>o</sup> nd

\* *a*, in *age*, like short *i*.

† *n* like *ng* sharp.

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
 Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

LESSON CXVI.—116.—*Vowels Single.*

M <sup>4</sup> is cre ant	ob sc <sup>u</sup> re ly	Con. Double.
mus cu lar*	am bus c <sup>a</sup> de	Scr <sup>o</sup> ll
es cu lent	su per scribe	sc <sup>a</sup> ll
man u script	e p <sup>i</sup> s co pal	scab bard
mas cu line	scla v <sup>o</sup> ni an	scat ter
tel e scope	ras c <sup>a</sup> l i ty	sc <sup>a</sup> l lopt
sc <sup>o</sup> r pi ont	ob sc <sup>u</sup> ri ty	scrib ble
de scrip tive	mus co v <sup>a</sup> do	scut tle
sub scri ber	e pis co p <sup>a</sup> li an	scur ril i ty

LESSON CXVII.—117.—*c, alone, soft and hard, f single, ng sharp, and Diphthongs.*

Sc <sup>a</sup> rf	scr <sup>o</sup> f u la	scow	sc <sup>a</sup> n da lous
sc <sup>u</sup> rf	ml cro scope	scowl	scr <sup>o</sup> f u lous
scath†	sc <sup>a</sup> n ti ly	scr <sup>ee</sup> n	pro m <sup>i</sup> s cu ous
fis cal	con f <sup>i</sup> s cate	sc <sup>o</sup> op	<i>f and g Double.</i>
c <sup>o</sup> n script	<i>Diphthongs.</i>	scr <sup>ea</sup> k	Sc <sup>o</sup> ff
sc <sup>a</sup> nt ling	Scour	scream	scr <sup>a</sup> g ged
sc <sup>o</sup> rn ful	scout	scr <sup>a</sup> wl	scaf fold†
cas c <sup>a</sup> de	scoun drel	r <sup>e</sup> s cue	scuf fle

LESSON CXVIII.—118.—*Various terminations.*

Words in which *sc*, followed by *e, i, and y*, sounds like *s*.

Ob sc <sup>e</sup> ne	ev a n <sup>e</sup> s cent	<i>c soft and hard.</i>
as c <sup>e</sup> nd	<i>c like s.</i>	Con c <sup>u</sup> pi scence
de scend	Sci ence	co a l <sup>e</sup> s cence
tran scend	as c <sup>e</sup> n den cy	con va les cence
de scent	rem i n <sup>i</sup> s cence	<i>Consonants Double.</i>
re scind	<i>c like k, f single.</i>	Ab sc <sup>e</sup> ss
sc <sup>e</sup> n er y	F <sup>a</sup> s ci nate	ef fer v <sup>e</sup> sce
as c <sup>e</sup> n dant	co a l <sup>e</sup> sce	m <sup>i</sup> s cel la ny
tran scen dent	con de scend	<i>Diphthongs.</i>
re sus ci tate	con va les cent	As cer t <sup>a</sup> in
i ras ci ble¶	sci en tif ic¶	la sc <sup>i</sup> v i ous
sus cep ti ble	sci en tif i cal¶	mis cel l <sup>a</sup> ne ous**

\* *a flat.* † *o, unac., like short u.* ‡ *th sharp.*

|| *e like short i.*

¶ *first i long.*

\*\* *l double.*

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

Words in which Q, always sounded like *k*, occurs. Q is always followed by *u*, sounded like *w*, consonant, when not silent.

LESSON CXIX.—119.—*Various terminations.—Vowels Single.*

Quake	quò ta	re quire	squân der
quite	mûs quash	in quire	quá ker
quârt	ê qual	e squire	quâr ter
quêst	quîn tal	re quite	quá ver
quit	quâ drant	e quíp	lî qui date
quilt	sê quel	ob lique	ad e quate
squint	qui et	quâr to	an ti quate
quiz	be quêt	quò rum	mas quer âde
quâsh	re quest	que ry	e quês tri an
squash	lî quid	quîn sy	e qua tò ri al
squirm	mâr quis	quiv er	e qui pôn der ate

LESSON CXX.—120.—*Various terminations.—Vowels Single.*

Quâd ru ped	quar an tîne	quâr ter ly
rè qui em	ven trîl o quism	in quî ry
êl o quent	in quis i tive	ân ti qua ry
sub se quent	quî e tude	e quâl i ty
e quíp ment	e qui lîb ri um	in í qui ty
e quiv a lent	quân da ry	ob li qui ty
ê qual ize	qual i ty	an ti qui ty
â qua tile	quan ti ty	so lil o quy
a qui line	ê qui ty	e qua nîm i ty
re qui site	ôb lo quy	in quî rer

LESSON CXXI.—121.—*Various terminations.*

Squâ dron*	quîll	quâr rel some*†
lî quor*	squill	tran quîl li ty
al i quot*	quâr rel†	<i>Diphthongs.</i>
e quâ tor*	quar ry	Quoin
quâd ru ple	squab ble	quoit
ê qui ta ble	quîb ble	quâil
<i>Consonants Double.</i>	qua drille	quaint
Squâll	quî et ness	queer
quêll	e qual ly	squeeze

\* o like short u.

† e, second syllable, like short i.

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
 Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

LESSON CXXII.—122.—Diphthongs, *c* and *g* soft, *f* single, &c.  
 Squ<sup>1</sup>ea<sup>2</sup>k *c* and *g* soft, *f* sin. lo qu<sup>1</sup>a ci ty  
 squeal Qu<sup>1</sup>ince e qui p<sup>1</sup>on der ance  
 squeam ish <sup>4</sup> e qui page <sup>4</sup> *c* hard.  
 be qu<sup>1</sup>ea<sup>2</sup>th\* el o quence A que duct  
 è qui poise c<sup>1</sup>on se quence† c<sup>1</sup>on se quent  
 òb se quies fr<sup>1</sup>e quen cy e qu<sup>1</sup>iv o cate  
 ob sè qui ous fre quent ly e quiv o cal  
 in <sup>1</sup> i qui tous qu<sup>1</sup>al i fy† c<sup>1</sup>on se quent ly

LESSON CXXIII.—123.—*n*, in ac. syl., like sharp *ng*, *c* hard, and *ck* like *k*.

B<sup>1</sup>an quet c<sup>1</sup>on quer a ble ac qui ès<sup>1</sup>ce  
 in quest *ck* like *k*. ac qui es cence  
 c<sup>1</sup>on quest Qu<sup>1</sup>ack Diphthong ai.  
 v<sup>1</sup>an quish quick Ac qu<sup>1</sup>aint  
 tran quil quick en ac quaint ance  
 c<sup>1</sup>on quer quack er y Consonants Double.  
 con quer or<sup>1</sup> c<sup>1</sup>q like *kk*, *sc* and *c* like *s*. Tr<sup>1</sup>an quil ly  
 de l<sup>1</sup>in quent Ac quire c<sup>1</sup>ol lo quy  
 re lin quish ac qu<sup>1</sup>it col lò qui al  
 de lin quen cy|| ac quire ment ac qu<sup>1</sup>it tal

W, consonant, preceded by *d*, *s*, *t*, and *th* sharp.

LESSON CXXIV.—124.—*c* soft, *g* hard, *f* single, *ng* sharp.

Sw<sup>1</sup>ale tw<sup>1</sup>elve sw<sup>1</sup>iv el sw<sup>1</sup>ift ness tw<sup>1</sup>è zers  
 twice twig a thw<sup>1</sup>art dwel ling sweet en  
 swine swing tw<sup>1</sup>en ty swel ling be tw<sup>1</sup>èn  
 twine twin swel try swim mer Con. Double.  
 dw<sup>1</sup>arf swift swel ter sw<sup>1</sup>ol len Sweett ness  
 swarth twist dw<sup>1</sup>in dle Diphthongs. sw<sup>1</sup>al low  
 swarm swung swin dle Tw<sup>1</sup>ain ng, ck, &c.  
 thwart swum Con. Double. sway Tw<sup>1</sup>inge¶  
 dw<sup>1</sup>elt sw<sup>1</sup>an Dw<sup>1</sup>ell sweep twink le\*\*  
 twelfth swap swell sw<sup>1</sup>eat swin glett††  
 swept swamp swill sw<sup>1</sup>òon thwack††

\* *th* flat. † first *c* hard. ‡ *y* like long *i*. § *o* like short *u*. || *c* soft.

¶ *ng* flat. \*\* *n* like *ng* sharp. †† *ng* as if *g* were double. ‡‡ *ck* like *k*.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

Words in which *u*, preceded by *s*, and followed by a vowel, is sounded like *w*, consonant.

LESSON CXXV.—125.—*g* soft, and *ng* sharp.

Su <sup>à</sup> sive	per su <sup>à</sup> ding	às sue tude
per su <sup>à</sup> de	per sua sive	as su <sup>à</sup> ge ment
dês ue tude	<i>Consonants Double.</i>	as sua ging
suav i ty	Dis su <sup>à</sup> de	as sua sive
su <sup>à</sup> sor y	as suage	dis sua sive

Words in which *h* is pronounced before *w*, though written after it.

LESSON CXXVI.—126.—*c* soft, *g* hard, *f* single, *ng* sharp.

Whale	wh <sup>à</sup> st	whêre fore	whif fle
while	whur	what êv er	whit tle
whine	whât	when ev er	whôr tle ber ry
white	wh <sup>î</sup> p lash	wher ev er*	<i>Diphthongs.</i>
why	white wash	o ver whêlm	Whêeze
whêlm	whale bone	where so êv er*	whêe dle
when	whât stone	o ver whelm ing	whêy
whence	whis per	<i>ck and c like k.</i>	whis key
whelp	whi ten	Wh <sup>î</sup> p stock	whim sey
whet	a while	whim si cal	whêat
whig	where by*	<i>Con. Double.</i>	wheat en
whim	where às*	Wh <sup>î</sup> ff	<i>Con. Double.</i>
whip	where in*	white ness	Wh <sup>î</sup> p poor will
whit	where ôf*	wh <sup>î</sup> g gism	whif fle tree

### Sounds of the letter X.

Words in which *x* sounds like *ks*, in a monosyllable, or in an accented syllable, or when the accent is on the succeeding syllable, if it begin with any consonant except *h*, and sometimes when it begins with a vowel, or at the end of a word.

LESSON CXXVII.—127.—*Va.* terminations.—*Vowels Single.*

W <sup>à</sup> x	têxt	l bex	ex pând	mâx im
vex	ex tra	în dex	ex tend	ex it
mix	bô rax	sî lex	ex tent	râ dix
six	êx tant	a pex	per plex	ex pîre
bôx	ex pând	ex trême	ex pense	pro lîx
nêxt	ex panse	ex pêl	pre text	ad mix

\* first *e* like long *a*.

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
 Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

LESSON CXXVIII.—128.—*Va. terminations.—Vowels Single.*

Ex plòde	êx pi ate	mâx i mum	ex per i mên tal
ex pløre	sex u al	lax i ty	in ex pè di ent
ex pose	ex plò rate	par ox ysm†	ex tráv a sa ted
ex tól	ex po nent	sâr do nyx†	ad min is trà trix
ex tórt	êx pe dite	tâx a ble	ex têm po ra ry
ex ùde	lax a tive	ex tèn u ate	dex ter i ty
prôx y	ex ple tive	ex pâ tri ate	per plex i ty
sîx ty	e lîx ir†	ex têm po re	prox im i ty
sêx ton*	ex pan sive	ex pè di ent	ex tè ri or*
ôx yde†	ex pen sive	ex pâr i ment	ex pòs i tor*
ô nyx†	ex ten sive	ex tem porize	êx pi a tor y*
la rynx†	ex pul sive	hêt er o dox	ex plân a tor y*
sÿn tax†	tes tâ trix	ex pên di ture	êx pi a ble
ax le	pâr a dox	âp o plex y	ex o ra ble
ôx en	Ex o dus	ex trêm i ty	in êx o ra ble

LESSON CXXIX.—129.—*Consonants Double, and Diphthongs.*

Ex prêss	ex pên sive ness	sîx teen
an nex	ex pres si ble	ex plân
pâr al lax	in ex prês si ble	âx le tree
ap pên dix	<i>Diphthongs.</i>	dex ter ous
bis sex tile	Ex ploît	ex trá ne ous
ex pres sive	ex pound	ex tem po rá ne ous
ap prôx i mate	hòax	ex traôr di na ry

LESSON CXXX.—130.—*c and g soft, f sin., and th sharp.—Vowels Single.*

Flâx	sîxth ly	flêx i ble	in flêx i ble
fix	ex cise	ex cite ment	flex i bíl i ty
fôx	ex cite	ex plî cit	<i>Con. Double.</i>
sîxth	ex cêl	êx i gen cy	Ex cêss
six pence	ex cept	ex pè di en cy	êx cel lent
thò rax	ôr tho dox	ex pe ri ence	ex cel lence
sîx fold	êx i gence	dox ôl o gy	ex cês sive
flex ile	ôx y gen†	ex cì ta ble	êx cel len cy

\* o, unaccented, like short u.

† i, last syllable, like short u.

† y like short i.

§ y like long e.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

LESSON CXXXI.—131.—*c* and *g* hard.—*Vowels Single.*

Cli max	êx e cra ble	<i>Diphthongs.</i>
côm plex	in t <sup>5</sup> ox i cate	C <sup>5</sup> oax
con vex	ex p <sup>5</sup> ec to rate	s <sup>5</sup> ix teenth <sup>5</sup>
ex p <sup>5</sup> ect	ex trav a gant	ex cl <sup>5</sup> aim
ex cl <sup>5</sup> ude	ex trav a gance†	<i>ph</i> like <i>f</i> , <i>ng</i> like <i>ngg</i> .
êx tri cate	ex cl <sup>5</sup> u sive ly	Ph <sup>5</sup> a lanx
ex e crate	ex cu sa ble	phe nix
ex ca vate	ex cl <sup>5</sup> âm a tor y*	ex t <sup>5</sup> inct
lex i con*	in ex pli ca ble	ex t <sup>5</sup> in guish¶
hex a gon	in ex tri ca ble	lex i c <sup>5</sup> og ra pher
ex e cute	par a d <sup>5</sup> ox i cal	<i>q</i> like <i>k</i> , <i>ng</i> flat.
gal ax y	in ex c <sup>5</sup> u sa ble	E <sup>5</sup> qui nox
ex c <sup>5</sup> ul pate	<i>Consonants Double.</i>	êx qui site
ex cl <sup>5</sup> u sive	Ex cl <sup>5</sup> u sive ness	ex qui site ly
ex cr <sup>5</sup> ês cence†	ex com m <sup>5</sup> u ni cate	ex p <sup>5</sup> ânge

X, like *gz*, followed by an accented syl., beginning with a vowel.

LESSON CXXXII.—132.—Various terminations.—*c* soft.

Ex âlt	lux ù ri ant	Ex îs tence
ex îst	ex u ber ant	lux ù ri ance
ex ult	ex ôr bi tant	ex u ber ance
ex êm plar**	ex or di um	ex êm pli fy††
ex is tent	ex âm i ner	<i>c</i> hard, <i>gg</i> soft.
ex am ine	ex em pla ry	Ex âct
ex am ple	anx î e ty	ex ôt ic
lux ù ri ate	<i>Diphthong ou.</i>	ex êc u tive
ex ôn er ate	Ux ô ri ous	ex ec u tor*
ex âs per ate	lux u ri ous	ex ag ger ate††

X, like *gz*, followed by an accented syllable, beginning with *h*.

## LESSON CXXXIII.—133.—Various terminations.

Ex hâle	ex h <sup>5</sup> ôr ter	<i>Diphthong au.</i>
ex h <sup>5</sup> ort	ex h <sup>5</sup> îl a rate	Ex hâust
ex h <sup>5</sup> îb it	ex hâ la ble	in ex hâus ti ble

\* *o* like short *u*. † *sc* and last *c* like *s*. ‡ *c* soft. § *th* sharp.

|| *n* like *ng* sharp. ¶ *ng* as if *g* were double. \*\* *a* flat.

†† *y* like long *i*.

‡‡ *gg* both soft.

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
 Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

Words in which *i*, before a vowel, preceded by the accent, is a consonant, and is pronounced as *y*, consonant.

LESSON CXXXIV.—134.—*c* hard, and *f* single.

F <sup>4</sup> il ial	ver m <sup>4</sup> il ion	p <sup>4</sup> ill ion
triv ial	pa vil ion	trill ion
val iant	com pan ion	b <sup>4</sup> all ion
p <sup>5</sup> on iard	do min ion	tr <sup>4</sup> ann ion
sp <sup>4</sup> an iel	o pin ion	re b <sup>4</sup> ell ion
ál ien	be háv ior	co till ion
m <sup>4</sup> in ion*	fa m <sup>4</sup> il iar ize	pos till ion
pin ion	in ál ien a ble	com m <sup>4</sup> an ion
pump ion	<i>Con. Double.</i>	bat tál ion
ón ion	Ráff ian	br <sup>4</sup> ill ian cy†
Sáv ior	bann ian	<i>Diphthong ou.</i>
ál ien ate	bill iards	Cóurt ier
ple ia dest	brill iant	b <sup>4</sup> il ious
con v <sup>4</sup> iv ial	cóll ier	per f <sup>4</sup> id ious
ple b <sup>4</sup> e ian	b <sup>4</sup> ill ion	<i>l double.</i>
fa m <sup>4</sup> il iar	mill ion	Re b <sup>4</sup> ell ious

Sounds of CH.

Words in which *ch* sounds like *tsh*.

LESSON CXXXV.—135.—*Vowels and Consonants Single.*

Cháse ch <sup>2</sup> árt	l <sup>4</sup> árch	cháp el	chá <sup>4</sup> s tise ment
chide t <sup>4</sup> orch	church	sá chem	de tách ment
chives cháp	churl	cháp let	en chant ment
child chant	churn	párch ment	ch <sup>4</sup> er u bim
choke chest	ch <sup>5</sup> óp	ós trich	char i ty
porch rich	b <sup>4</sup> írch	chíld ish	chas ti ty
árch chin	chúrch yard	ch <sup>4</sup> er ish	chám ber
march chip	ór chard§	ur chin	chán dler
parch chints	p <sup>4</sup> úr chase	chas tise	chap ter
starch such	de tách	en rích	ch <sup>4</sup> ár ter
charm much	en chant	ch <sup>4</sup> ér ub	cháp i ter

\* *o*, in *ion* and *ior*, like short *u*. † sec. *e* long. ‡ *c* like *s*.  
 § *a* like short *u*.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

LESSON CXXXVI.—136.—Va. terminations.—*c* and *g* soft, *f* sin.

Chafe	chârgé a ble	<i>Diphthongs.</i>
chânce	châr i ta ble	Choice
chârgé	<i>Con. Double.</i>	vouch
chân cel	Chêss	vouch er
chal ice	chill	châin
fran chise	chân nel	speech
ch <sup>i</sup> s el*	chat tel	cheek
chil dren*	châste ness	cheer
rich es*	rîch ness	cheer ful
chô sen	chill ness	cheese
dis chârgét	chil ly	poach
chân cer y	cher ry	châp lain
dis frân chiset†	chať ter	be sêech
châm pi on†	at tách	re proach
bach e lor†	at tach ment	châm ber lain
char i ot†	chil li ness	de bâuch er y

LESSON CXXXVII.—137.—Diphthongs, &c.—*c* and *ck* like *k*,  
*ng* soft, and *f* single.

Êach	têach er	Chânge	chânge a ble
peach	preach er	chêck	<i>Con. Double.</i>
reach	im pêach	chick	Châff
teach	es cheat	chinkî	chal lenge
bleach	trêach er y	ex chângell	chaf fy
preach	treach er ous	chîck en*	chan cel lor†¶
cheap	im pêach ment	check er	<i>Diphthongs.</i>
cheat	chîm ney	chuck le	Chêér less
touch	child hood	chôc o late	ap prôach

LESSON CXXXVIII.—138.—Diphthongs.—*c* hard, *f* single.

Couch	mîs chief	châr coal
crouch	chiêf tain	en crôach
côach	a chiève	coach êê
chiêf	a chieve ment	car tôuch
chief ly	mîs chie vous	en crôach ment

\* *e* like short *i*.

† *s*, in *dis*, sharp.

‡ *o* like short *u*.

§ *n* like *ng* sharp.

|| *x* like *ks*.

¶ *c* soft.

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
 Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

Words in which *ch* sounds like *sh*.

LESSON CXXXIX.—139.—Various terminations.

St <sup>1</sup> anch	f <sup>1</sup> inch	chi c <sup>1</sup> ane	h <sup>1</sup> aunch
br <sup>1</sup> anch	pinch	ga loche	launch
belch	clinch	ma ch <sup>1</sup> ine	craunch
bench	finch	ch <sup>1</sup> ar la tan	l <sup>1</sup> unch eon*
wench	bunch	in tr <sup>1</sup> ench ment	punch eon*
drench	hunch	re trench ment	trunch eon*
French	lunch	ma ch <sup>1</sup> in ist	ba r <sup>1</sup> euche
trench	punch	cap u ch <sup>1</sup> in	deb au ch <sup>1</sup> ee
quench	tr <sup>1</sup> ench er	ma ch <sup>1</sup> in er y	chev a lier
filch	linch pin	chi c <sup>1</sup> a ner y	chan de lier
milch	in tr <sup>1</sup> ench	<i>Diphthongs,</i>	st <sup>1</sup> an chion*
inch	re trench	Ch <sup>1</sup> aise	m <sup>1</sup> ar chion ess*†

Words in which *ch* sounds like *k*.

LESSON CXL.—140.—Vowels Single.

A <sup>1</sup> che	t <sup>1</sup> e trarch	ch <sup>1</sup> a os	pa r <sup>1</sup> o chi al
scheme	p <sup>1</sup> as chal	cho rus	pa tri <sup>1</sup> ar chal
Christ	ch <sup>1</sup> o ral	<sup>1</sup> ar chi trave	hi e rar chal†
ch <sup>1</sup> asm	<sup>1</sup> ar chives	p <sup>1</sup> a tri arch	ch <sup>1</sup> am o mile
chrism	m <sup>1</sup> as tich	hi e rarch	mech a nism
ch <sup>1</sup> o rate	dis tich	chi m <sup>1</sup> e ra	mech a nist
li lach	ech o	or ch <sup>1</sup> es tra	h <sup>1</sup> arp si chord
m <sup>1</sup> on arch	<sup>1</sup> e poch	se pul chral	bron ch <sup>1</sup> i tis

LESSON CXLI.—141.—*c* hard, not joined to the *h*.—Vow. Single.

St <sup>1</sup> om ach <sup>1</sup> o	s <sup>1</sup> ac cha rine	ch <sup>1</sup> ar ac te rize
sch <sup>1</sup> ol ar <sup>1</sup> o	cat e chise	mo n <sup>1</sup> ar chi cal
chron ic	cat e chism	me ch <sup>1</sup> an i cal
t <sup>1</sup> ech ni cal	me ch <sup>1</sup> an ic	chi mer i cal
char ac ter	chro mat ic	bac cha n <sup>1</sup> a li an
ch <sup>1</sup> or is ter	cha <sup>1</sup> ot ic	cat e ch <sup>1</sup> et i cal
arch an gel	scho l <sup>1</sup> as tic	chron o l <sup>1</sup> o gi cal¶
<sup>1</sup> ar chi tect	chro n <sup>1</sup> om e ter	char ac te r <sup>1</sup> is tic

\* o like short u.

† s double.

‡ i long.

§ a like short u.

|| ng flat.

¶ g soft.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

LESSON CXLII.—142.—*y* like *i* and long *e*, *c* and *g* hard, *ph* like *f*, and Diphthongs.

Chyle	môn ar chy	<i>Diphthongs.</i>
chyme	hì e rar chy	Schôl
chrys o prase	mêl an chol y	trô chee
chrys o lite	ôl i gar chy	hêad ache
chrys a lis	chi rôg ra phy*	heârt ache
âr che type	cho rog ra phy	tôôth ache†
cha lýb e ate	tech ni cá l i ty	schoon er
hyp o chôn dri ac	chi râr ger y*†	eû nuch
<i>y</i> , unac., like long <i>e</i> .	tech nôl o gy†	pên ta teuchô
An ar chy	chro nol o gy†	ich neû mon

Words in which *teh* occurs, sounded like *tsh*.—*Vow. and Con. Sin.*

LESSON CXLIII.—143.—*c* hard, *th* sharp, *sc* like *sk*, and *f* single.

Bâtch	wâtch	wîch	blôtch	pîch fork
catch	êch	flitch	crotch	wâtch ful
hatch	fetçh	stitch	sâtch el	thâtch er
latch	sketch	switch	kitch en	pitch er
match	stretch	twitch	scratch es	wâtch er
patch	itch	clutch	hatch et	bâtch er
snatch	ditch	crutch	latch et	be wâtch
thatch	hitch	bôtch	ratch et	wîch er y
scratch	pitch	notch	crôtch et	bâtch er y

*C*, *S*, *Sc*, and *T*, sounded like *sh*. *C*, sounded like *sh*, when followed by *ea*, *ia*, *ie*, *io*, *eou*, or *iou*, preceded by the accent, either Primary or Secondary, as *so cial*, *so shal*; *o ce an ic*, *o she an ic*.

LESSON CXLIV.—144.—*c* followed by *ia*.—*Other Vowels Single.*

Sô cial	pa trî cian	prej u dî cial
spê cial¶	sô ci a ble	pol i ti cian
e spê cial	e mã ci ate	so ci a bîl i ty
ju di cial	de pre ci ate	<i>Con. Double.</i>
pro vin cial	e nân ci ate	Apprê ci ate
mu si cian	pro vin cial ism	as so ci ate
op ti cian	ju di cia ry	an nân ci ate

\* *i* long. † *g* soft. ‡ *th* sharp. § *u* long. || *e* like short *i*.

¶ See NOTE, page 62.

1	2	3	4	5	1	4	8	9	1	4	8	10	11
Fate,	far,	fall,	fat,	what—	me,	met,	her,	they—	pine,	pin,	stir,	shire,	firm—

LESSON CXLV.—145.—*c* followed by *ia* and *ie*.—*Other Vowels*  
*Single*.—*c* and *g* hard, *f* single, and *th* sharp.

Glà cial	Consonants Double.	spè cies
Gre cian	Com mēr cial	an cient
fi dū cial	of fi cial	de fī cient
fi nān cial	of fi cī ate	pro fi cient
tac ti cian	<i>g</i> soft and <i>ph</i> like <i>f</i> .	de fi cien cy
ar ti fī cial	Lo gī cian	pro fi cien cy
ben e fi cial	ma gi cian	su per fī cies
su per fi cial	phy si cian	<i>f</i> double.
e lec tri cian	met a phy si cian	El fī cient
ac a de mī cian	ge om e tri cian	suf fi cient
a rith me ti cian	<i>c</i> fol. by <i>ie</i> — <i>f</i> sin., <i>c</i> soft.	ef fi cien cy
math e ma ti cian	Spè cie	suf fi cien cy

LESSON CXLVI.—146.—*c* followed by *io* and *iou*.—*Other Vowels*  
*Single*.—*c* and *g* hard, *f* single, *q* like *k*.

Nūn ci o	prē cious	lo quā cious
co ēr cion*	vi cious	ju dī cious
sus pi cion	te nā cious	de li cious
in ter nē cion	sa ga cious	ma li cious
in ter nūn ci o	ca pa cious	per ni cious
<i>c</i> fol. by the triph. <i>iou</i> .	ra pa cious	sus pi cious
Spā cious	vo ra cious	ca pri cious
gra cious	vi va cious	pre cō cious
spe cious	se qua cious	fe ro cious

LESSON CXLVII.—147.—*c* followed by *iou* and *cou*.

A trō cious	of fī cious	<i>c</i> fol. by the triph. <i>cou</i> .
per spi cā cious	a trō cious ness	Her bā ceous
con tu ma cious	ef fi cā cious	pre da ceous
per ti na cious	Diphthong <i>au</i> .	cre ta ceous
av a rī cious	Au dā cious	crus ta ceous
ju dī cious ly	au spī cious	fo li a ceous
Consonants Double.	<i>c</i> followed by <i>ea</i> .	far i na ceous
Spā cious ness	1 Ō cean	sap o na ceous
fal lā cious	o ce ān ic	car bo na ceous

\* *io*, in the terminations *cion*, *sion*, and *tion*, like short *u*.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

*S*, sounded like *sh*, when followed by *ea*, *ia*, *ie*, *io*, *eu*, or *iou*, preceded by the accent and another *s*, or by *l*, *n*, or *r*.

LESSON CXLVIII.—148.—*s* followed by *io*.—Other Vow. *Sin*.—*c* hard, *x* like *ks*.

Măn sion	con v <sup>4</sup> er sion	ex t <sup>4</sup> en sion
pen sion	re pul sion	de clen sion
ver sion	com pul sion	ex cur sion
as p <sup>4</sup> er sion	ex pul sion	in cur sion
dis per sion*	re vul sion	rep re h <sup>4</sup> en sion
a ver sion	con vul sion	com pre hen sion
re ver sion	ex pan sion	con de scen sion†
di ver sion	as cen sion†	an i mad v <sup>4</sup> er sion
in ver sion	di men sion	<i>Consonants Double.</i>
per ver sion	sus pen sion	Ap pre h <sup>4</sup> en sion
sub ver sion	pre ten sion	mis ap pre hen sion

LESSON CXLIX.—149.—*ss* before *io*.—Other Vow. and Con. *Sin*.—*c* and *g* hard, *f* single, *x* like *ks*.

P <sup>4</sup> as sion	com p <sup>4</sup> res sion	dis c <sup>4</sup> as sion*
mis sion	ex pres sion	con cus sion
com p <sup>4</sup> as sion	ad mis sion	p <sup>4</sup> as sion ate
pro fes sion	o mis sion	mis sion a ry
con fes sion	re mis sion	pro f <sup>4</sup> es sion al
pro gres sion	per mis sion	con gres sion al
di gres sion	trans mis sion	<i>c</i> like <i>s</i> .
trans gres sion	sub mis sion	Se c <sup>4</sup> es sion
de pres sion	dis mis sion†	pro ces sion
im pres sion	per cus sion	in ter c <sup>4</sup> es sion

LESSON CL.—150.—Other Consonants Double.—*sc* like *sh*, &c.

Ac c <sup>4</sup> es sion‡	com m <sup>4</sup> is sion er	n <sup>4</sup> au se ate
suc ces sion‡	<i>s</i> , fol. by <i>ie</i> , <i>ia</i> , <i>ea</i> , &c.	na <sup>4</sup> u seous
ag gres sion	Tr <sup>4</sup> an sient	<i>Sc</i> like <i>sh</i> .
op pres sion	con tro v <sup>4</sup> er sial	C <sup>4</sup> on science
sup pres sion	dis s <sup>4</sup> en sious*	con scious
pos ses sion	Diphthong <i>au</i> .	l <sup>4</sup> us cious
com mis sion	N <sup>4</sup> au se a	c <sup>4</sup> on scious ness

\* *s*, in *dis*, sharp. † *sc* like *s*. ‡ *s*, in *dis*, flat. § sec. *c* soft. || *s* double.

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
 Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

*T*, sounded like *sh*, when followed by *ia*, *ie*, *io*, or *iou*, preceded by the accent.

LESSON CLI.—151.—*t* followed by *ia*.—*Other Vowels Single*.—*c* and *g* hard, *f* single, *q* like *k*.

P <sup>ar</sup> tial	po t <sup>en</sup> tial	pen i t <sup>en</sup> tia ry
n <sup>up</sup> tial	sol sti tial	<i>c</i> and <i>g</i> soft.
ter tian	in flu <sup>en</sup> tial	G <sup>en</sup> tian
s <sup>a</sup> ti ate	rev er en tial	li c <sup>en</sup> ti ate†
v <sup>i</sup> ti ate	pres i den tial	cir cum st <sup>an</sup> tial§
ex p <sup>a</sup> ti ate*	prov i den tial	<i>Consonants Double</i> .
in gra ti ate	con fi den tial	Es s <sup>en</sup> tial
ne go ti ate	pes ti len tial	con fi d <sup>en</sup> tial ly
sub st <sup>an</sup> ti ate	pen i ten tial	<i>t</i> followed by <i>ie</i> .
in i ti ate	con se quen tial	P <sup>a</sup> tient
no vi ti ate	e qui n <sup>oc</sup> tial	quo tient
sub stan tial	in s <sup>a</sup> ti a ble	im p <sup>a</sup> tient
pru den tial†	ne go ti a ble	dis cu tient
cre den tials	res i d <sup>en</sup> tia ry	im pa tience

LESSON CLII.—152.—*t* followed by *io*.—*Other Vowels Single*.

N <sup>a</sup> tion	pro b <sup>a</sup> tion	pros tr <sup>a</sup> tion	tu i <sup>u</sup> tion¶
sta tion	re la tion	e mo tion	am bi tion
lo tion	ob la tion	pro mo tion	tra di tion
mo tion	trans la tion	de vo tion	e di tion
no tion	do na tion	pro por tion	se di tion
po tion	o ra tion	ab lu tion	per di tion
por tion	du ra tion	so lu tion	vo li tion
m <sup>en</sup> tion	pul sa tion	a b <sup>or</sup> tion	mu ni tion
õp tion	sen sa tion	ab sorp <sup>'</sup> tion	po si tion
r <sup>a</sup> ti o	no ta tion	de t <sup>en</sup> tion	nu tri tion
no tion al	ro ta tion	re ten tion	a dõp tion
n <sup>a</sup> tion al	mu ta tion	pre ven tion	de v <sup>o</sup> tion al
ra tion al	plan ta tion	in ven tion	pro por tion al
õp tion al	pri va tion†	de ser tion	in t <sup>en</sup> tion al
st <sup>a</sup> tion er	vi bra tion†	in ser tion	pe ti tion er

\* *x* like *ks*. † *u* like *oo*. ‡ first *i* long. § sec. *c* hard, first *i* like short *e*.

|| *s*, in *dis*, sharp.

¶ See NOTE, page 62.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

LESSON CLIII.—153.—*t* followed by *io*.—*Other Vowels Single.*

Val u á tion	trep i dá tion	div i ná tion
lib er a tion	in un da tion	nom i na tion
ven er a tion	em bar ka tion	or di na tion
mod er a tion	rev e la tion	ter mi na tion
tol er a tion	des o la tion	des ti na tion
op er a tion	vi o la tion†	rep a ra tion
nu mer a tion	em u la tion	sep a ra tion
des per a tion	trib u la tion	prep a ra tion
al ter a tion*	stip u la tion	ad o ra tion
me di a tion	pop u la tion	res to ra tion
spo li a tion	ven ti la tion	ad mi ra tion
va ri a tion	an i ma tion	res pi ra tion
de vi a tion	es ti ma tion	in spi ra tion
rep ro ba tion	in ti ma tion	per spi ra tion
dep re da tion	em a na tion	sal u ta tion

LESSON CLIV.—154.—*t* followed by *io*.—*Other Vowels Single.*

Dep u tá tion	pres en tá tion	ar bi trá tion
rep u ta tion	os ten ta tion	dem on stra tion
am pu ta tion	det es ta tion	ret ri bu tion
im pu ta tion	mol es ta tion	res o lu tion
hab i ta tion	prot es ta tion	ev o lu tion
med i ta tion	im por ta tion‡	rev o lu tion
hes i ta tion	trans por ta tion‡	ab so lu tion
im i ta tion	el e va tion	dim i nu tion
lim i ta tion	ren o va tion	des ti tu tion
vis i ta tion	der i va tion	res ti tu tion
pal pi ta tion	res er va tion	in sti tu tion
in vi ta tion	pres er va tion	pro hi bí tion
ad ap ta tion	ob ser va tion	er u di tion
dev as ta tion	pen e tra tion	ab o li tion
lam en ta tion	per pe tra tion	ad mo ni tion

\* first *a* long broad.

† first *i* long.

‡ first *o* long.

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
 Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

LESSON CLV.—155.—*t* followed by *io*.—*Other Vowels Single.*

Dep o s <sup>4</sup> tion	de nom i nâ tion	<i>Consonants Double.</i>
prep o si tion	sub or di na tion	Nar rá tion
prop o si tion	de ter mi na tion	pol lu tion
im po si tion	pre des ti na tion	at tén tion
trans po si tion	e vap o ra tion	as ser tion
rep e ti tion	me li o ra tion	ad di tion
su per sti tion	pre med i ta tion	pal li à tion
de lin e à tion	in ter pre ta tion	ap pro ba tion
in sin u a tion	rep re sen ta tion	in stal la tion*
re tal i a tion	re al i za tion	ap pel la tion
hu mil i a tion	sol em ni za tion	ab er ra tion
re pu di a tion	ad min is tra tion	ir ri ta tion
de lib er a tion	in ter po s <sup>4</sup> tion	in no va tion
re mu ner a tion	pro bā tion a ry	il lus tra tion
a bom i na tion	rev o lū tion a ry	am mu nā tion

LESSON CLVI.—156.—*t* fol. by *io*.—*Other Vow. Sin.—Con. Doub.*

Ap pa r <sup>4</sup> tion	il lu mi nâ tion	in ter cêp tion
ap po si tion	as sas si na tion	e lu ci dā tion
op po si tion	<i>c</i> like <i>s</i> .	e man ci pa tion
sup po si tion	Ci tā tion†	an ti ci pa tion‡
in ter rup tion	de cêp tion	pre cip i ta tion
al le vi à tion	re cep tion	civ il i za tion
ab bre vi a tion	in cep tion	<i>Con. Double.</i>
ap pro pri a tion	per cep tion	Ces sâ tion
an ni hi la tion†	cel e brā tion	hal lu ci nâ tion

<sup>4</sup> LESSON CLVII.—157.—*t* fol. by *io*.—*Other Vow. Sin.—c* hard.

Ac tion	va cā tion	con tǎr tion	pro trāc tion
sec tion	lo ca tion	re āc tion	sub trac tion
dic tion	vo ca tion	trans ac tion	ab strac tion
suc tion	dic ta tion	de trac tion	e jec tion
cap tion	se cre tion	re trac tion	de jec tion
cre ā tion	com ple tion	con trac tion	re jec tion

\* first *a* short.

† first *i* long.

‡ first *i* short.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

LESSON CLVIII.—158.—*t* fol. by *io*.—*Other Vow. Sin.*—*c* hard.

Pro j <sup>4</sup> ec tion	se d <sup>4</sup> uc tion	ded i c <sup>4</sup> a tion
ob j <sup>4</sup> ec tion	pro duc tion	in di ca tion
sub j <sup>4</sup> ec tion	ab duc tion	vin di ca tion
e lec tion	de struc tion	pub li ca tion
se lec tion	in struc tion	im pli ca tion
e rec tion	ob struc tion	com pli ca tion
di rec tion	con struc tion	in cul ca tion
de tec tion	de c <sup>4</sup> õc tion	al ter ca tion*
pro tec tion	con t <sup>4</sup> en tion	spec u la tion
in spec tion	con ven tion	con so la tion
pre dic tion	con di tion	cal cu la tion
con vic tion	con tri tion	com pi la tion
re stric tion	rec re <sup>4</sup> a tion	dec la ma tion
de duc tion	av o ca tion	proc la ma tion
re duc tion	prov o ca tion	com bi na tion

LESSON CLIX.—159.—*t* fol. by *io*.—*Other Vow. Sin.*—*c* hard.

Dec li n <sup>4</sup> a tion	con se cr <sup>4</sup> a tion	com pe t <sup>4</sup> i tion
in cli na tion	lo co mo tion	e vac u <sup>4</sup> a tion
con dem na tion	con tri bu tion	con tin u a tion
con ster na tion	pros e cu tion	con sid er a tion
dec o ra tion	per se cu tion	co op er a tion
dec la ra tion	el o cu tion	ca lum ni a tion
cor po ra tion	con sti tu tion	mul ti pli ca tion
com pen sa tion	in ter j <sup>4</sup> ec tion	ar tic u la tion
con ver sa tion	pre di lec tion	in oc u la tion
com pu ta tion	ben e dic tion	re crim i na tion
rec an ta tion	con tra dic tion	pro cras ti na tion
con sul ta tion	ju ris dic tion	in cor po ra tion
cap ti va tion	in tro duc tion	col o ni za tion
cul ti va tion	co a li tion	d <sup>4</sup> ic tion a ry
con tem pla tion	com po si tion	con d <sup>4</sup> i tion al

\* first *a* short.

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
 Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

LESSON CLX.—160.—*t* followed by *io*.—*Other Vowels Single*.—*Consonants Double*.—*c* hard.

Ap pli cá tion	col lá tion	oc cu pá tion
sup pli ca tion	com mo tion	ac cu sa tion
com men da tion	at tráct ion	ac cu mu lá tion
con stel la tion	col lec tion	accom mo da tion†
con sum ma tion	cor rec tion	<i>cc</i> , first hard, sec. soft.
com mu ta tion	cor rup tion	Vac ci ná tion
rec ol léc tion	first <i>c</i> soft.	ac cep ta tion
res ur rec tion	Cir cu lá tion*	ac cel er a tion
in sur rec tion	circumspéc tion*	<i>g</i> soft.
com mis er á tion	first <i>c</i> hard.	Gen er á tion
syl lab i ca tion	Con cêp tion	de gen er a tion
com mu ni ca tion	con cen trá tion	re gen er a tion
re com men da tion	rec on cil i a tion	a gi ta tion†
com mem o ra tion	<i>cc</i> both hard.	le gis la tion†
cor rob o ra tion	Ac cla má tion	con ge la tion§

LESSON CLXI.—161.—*t* fol. by *io*.—*Other Vow. Sin.*—*g* and *c* hard.

Gra dá tion	prom ul gá tion	<i>gg</i> both hard.
le ga tion	reg u la tion	Ag gre gá tion
ne ga tion	des ig na tion	ag gra va tion
stag na tion	res ig na tion	<i>ng</i> , as if <i>g</i> were double.
deg ra dá tion	in dig na tion	Con gre gá tion
prop a ga tion	grav i ta tion	prol on ga tion
del e ga tion	em i gra tion	stran gu la tion
con ju ga tion	trans mi gra tion	con gre ga tion al
sub ju ga tion	rec og ní tion	<i>n</i> , fol. by <i>c</i> hard, like <i>ng</i> .
nav i ga tion	in ves tí gá tion	Sánc tion
lit i ga tion	ar gu men ta tion	unc tion
mit i ga tion	or ga ni za tion	junc tion
ob li ga tion	<i>Consonants Double</i> .	in jánc tion
cas ti ga tion	As sig ná tion	con junc tion
in sti ga tion	in ter ro ga tion	com punc tion

\* first *i* like short *e*.

† *m* double.

‡ vow. first syl. short, See NOTE, page 62.

§ *c* hard, and *ng* flat.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

LESSON CLXII.—162.—*t* followed by *io*.—*Other Vowels Single*.—*f* single, *c* and *g* hard.

Fác tion	def al cá tion†	ram i fi cá tion
frac tion	def a ma tion	rat i fi cá tion
fic tion	con fir ma tion†	grat i fi ca tion
fric tion	in for ma tion	ed i fi ca tion
func tion*	prof a na tion	ver i fi ca tion
for mà tion	ref u ta tion	mod i fi ca tion
in fla tion	fer men ta tion	sig ni fi ca tion
frus tra tion	con fla gra tion	glo ri fi ca tion
re frác tion	ben e fíc tion	pu ri fi ca tion
in fec tion	pu tre fac tion	ver si fi ca tion
per fec tion	pet ri fac tion	no ti fi ca tion
re flec tion	sat is fac tion	jus ti fi ca tion
in flec tion	im per fec tion	for ti fi ca tion
in flic tion	def i ni tion	mor ti fi ca tion
fru i tion	con fed er à tion	am pli fi ca tion

LESSON CLXIII.—163.—*t* fol. by *io*.—*Other Vow. Sin.*—*c* hard.

Trans fig u rá tion	dis trác tion	dis sim u lá tion
man i fes ta tion	dis ten tion	dis sem i na tion
con féc tion a ry	dis cre tion	<i>sc</i> like <i>sk</i> , <i>f</i> sin., <i>c</i> hard.
<i>Consonants Double.</i>	dis tinc tion*	As críp tion
Af féc tion	dis lo cá tion	de scrip tion
af flic tion	dis pen sa tion	pre scrip tion
suf fo cá tion	dis pu ta tion	pro scrip tion
in flam ma tion	dis tri bu tion	in scrip tion
af fir ma tion†	dis po sí tion	tran scrip tion
af fec ta tion	dis crim i ná tion	sub scrip tion
nul li fi cá tion	dis cré tion a ry	con fis cá tion
clas si fi ca tion	<i>Consonants Double.</i>	cor us ca tion
os si fi ca tion	Dis sêc tion	su per scríp tion
af féc tion ate	dis til lá tion	<i>sc</i> like <i>s</i> .
<i>s</i> , in <i>dis</i> , sharp, <i>c</i> hard.	dis si pa tion	Fas ci ná tion
Dis tór tion	dis so lu tion	re sus ci ta tion

\* *n*, fol. by *c*, like *ng*.

† first *a* short.

‡ first *i* like short *e*.

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
 Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

LESSON CLXIV.—164.—*t* followed by *io*.—*Other Vowels Single*.—  
*q* like *k*, *c* and *g* hard, &c.

E qua tion	ex cla ma tion	ex ter mi na tion
quo ta tion	ex pla na tion	ex pec to ra tion
ac qui si tion	ex tir pa tion†	<i>Consonants Double.</i>
qual i fi ca tion	ex pi ra tion	An nex a tion
<i>x</i> like <i>ks</i> .	ex pec ta tion	ap prox i ma tion
Tax a tion	ex hor ta tion	ex com mu ni ca tion
vex a tion	ex por ta tion‡	<i>x</i> like <i>gz</i> .
ex tîr tion	ex ca va tion	Ex êr tion
ex trác tion	ex e cu tion	ex al tá tion
ex cep tion*	ex pe di tion	ex ul ta tion
ex tinc tion†	ex hi bi tion	ex as per a tion
rel ax á tion	ex po si tion	ex am i na tion
ex ha la tion	in tox i ca tion	ex ag ger a tion¶

LESSON CLXV.—165.—*t* followed by *io* and *iou*.—*c* and *g* hard,  
*f* single, *x* like *ks*.—*Diphthongs and Triphthongs*.

Câu tion	in fêc tious	<i>c</i> and <i>g</i> soft.
auc tion	am bi tious	Fa cê tious
foun dá tion	se di tious	li cên tioust†
auc tion èer	fic ti tious	fla gi tious
augmen tà tion	nu tri tious	fa cê tious ly
in au gu ra tion	os ten tá tious	<i>Consonants Double.</i>
<i>Triphthong iou.</i>	ex pe dí tious	Li cên tious ness††
Câu tious	su per sti tious	sur rep tí tious
vex á tious	con sci en tious**	con sci en tious ness**

Words in which *S*, followed by long *u*, has the sound of *sh*.

LESSON CLXVI.—166.—*Vowels Single*.

Sûre	sên su al	pen ín su la	ís sue
cên sure	in su lar	pen in su lar	as sûre
ten sure	sûre ti ship	sen su ál i ty	im prês sure
sûre ly	en sù rance	<i>Con. Double.</i>	as sù rance
sure ty	ín su la ted	Prês sure	as su red ly
en sùre	sen su al ist	fis sure	com mên su rate

\* *c* like *s*. † *n*, before *c*, like *ng*. ‡ first *i* like short *e*. § first *o* long.

|| first *a* long broad. ¶ *gg*, both soft. \*\* *sci* like *she*. †† first *i* long.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

Words in which *S*, preceded by the accent and a vowel, and followed by *ia*, *ie*, *io*, or long *u*, has the sound of *zh*.

LESSON CLXVII.—167.—*s* fol. by *io*.—Other Vow. *Sin*.—*c* hard, *f* single, *x* like *ks*.

Su <sup>a</sup> sion*	in f <sup>h</sup> sion	pro v <sup>i</sup> s ion	in c <sup>i</sup> s ion
fu sion	con fu sion	di vis ion	circum c <sup>i</sup> sion†
v <sup>i</sup> s ion	de lu sion	mis pris ion	Con. Double.
e v <sup>a</sup> sion	con tu sion	in tr <sup>u</sup> sion	Oc c <sup>a</sup> sion
in va sion	se clu sion	ob tru sion	cor ro sion
persua sion*	pre clu sion	v <sup>i</sup> s ion a ry	dif fu sion
ad he sion	in clu sion	pro v <sup>i</sup> sion al	suf fu sion
co he sion	ex clu sion	<i>c</i> like <i>s</i> .	col lu sion
e ro sion	con clu sion	De c <sup>i</sup> s ion	al l <sup>i</sup> s ion
ex plo sion	de r <sup>i</sup> s ion	re cis ion	col lis ion
pro fu sion	re vis ion	pre cis ion	oc c <sup>a</sup> sion al

LESSON CLXVIII.—168.—*s* fol. by *ia*, *ie*, and long *u*.—*c* and *g* hard, *th* sharp, *s*, in *dis*, sharp, *f* single, *x* like *ks*.

Am br <sup>o</sup> si a	c <sup>a</sup> s u al	pl <sup>é</sup> as ure
am bro si al	û su ry	treas ure
mag ne si a	ex p <sup>o</sup> sure	meas ure ment
en thu si asm	com po sure	treas u ry
en thu si ast	fore clo sure	treas u rer
<i>s</i> fol. by <i>ie</i> .	en clo sure	dis pl <sup>é</sup> as ure
Br <sup>a</sup> sier	dis clo sure	pl <sup>é</sup> as u ra ble
o sier	c <sup>a</sup> s u al ty	<i>Z</i> sounded like <i>zh</i> .
ho sier	cas u is try	Gl <sup>a</sup> zier
<i>s</i> fol. by long <i>u</i> .	Diphthongs.	gra zier
R <sup>a</sup> sure	L <sup>é</sup> i sure	a zure
u su al	m <sup>é</sup> as ure	sei zure

Words in which *D* has the sound of *j*, followed by long *u*, preceded by the accent, and joined to the next syllable.

LESSON CLXIX.—169.—*c* soft, *f* single.

V <sup>é</sup> r dure	pro c <sup>é</sup> dure	fr <sup>a</sup> u du lence
in du rate	ôb du ra cy	âr du ous
ôb du rate	Diphthongs.	ar du ous ly
p <sup>é</sup> n du lum	Fr <sup>a</sup> u du lent	fr <sup>a</sup> u du lent ly

\* *u* like *w*, consonant. † first *i* like short *e*, and sec. *c* hard.

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
 Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

Words in which *d* has the sound of *dj*, when it ends a syl. with the Primary or Secondary accent on it, followed by long *u*.

LESSON CLXX.—170.—*c* and *g* hard.

Gr <sup>4</sup> ad u ate	ed u cá tion*	Diphthong ou.
ed u cate	mod u la tion*	Cr <sup>4</sup> ed u lous
m <sup>4</sup> od u late	in di víd u al	Con. Double.
gr <sup>4</sup> ad u al	re síd u a ry	As síd u ous
grad u á tion*	in di vid u ál i ty	gr <sup>4</sup> ad u al ly

Words in which *T* has the sound of *tsh*, when fol. by *ia* or *io*, preceded by the accent and *s* or *x*.—*g* soft, *f* sin., *q* like *k*, *x* like *ks*.

LESSON CLXXI.—171.—*t* fol. by *ia* and *io*.

B <sup>4</sup> és tial	qu <sup>4</sup> és tion	ad m <sup>4</sup> ix tion
fus tian	mix tion	ex háús tion†
ce l <sup>4</sup> és tial†	con g <sup>4</sup> és tion	in di g <sup>4</sup> és tion
<i>t</i> followed by <i>io</i> .	di ges tion	qu <sup>4</sup> és tion a ble
B <sup>4</sup> ás tion	com bus tion	un qu <sup>4</sup> és tion a ble

Words in which *T*, fol. by long *u*, preceded by the ac., Primary or Secondary, has the sound of *tsh*.—*c* and *g* hard, *f* single, *x* like *ks*.

LESSON CLXXII.—172.—*Vowels Single*.

P <sup>4</sup> ús tule	r <sup>4</sup> áp ture	m <sup>4</sup> át u rate	mis f <sup>4</sup> ór tune
f <sup>4</sup> ór tune	scrip ture‡	sat u rate	en r <sup>4</sup> áp ture
stát ure	rup ture	m <sup>4</sup> ú tu al	con jec ture
ná ture	nur ture	ác tu al	in den ture
fu ture	ves ture	nat u ral	ad ven ture
t <sup>4</sup> ór ture	tex ture	rit u al	sp <sup>4</sup> ír it u al
fráç ture	fix ture	punc tu al	nat u ral ize
lec ture	mix ture	scrip tu ral‡	â <sup>4</sup> r chi tec ture**
pic ture	junc ture	pet u lant	h <sup>4</sup> ór ti cul ture
stric ture	p <sup>4</sup> ós ture	pet u lance†	ág ri cul ture
struc ture	stát úte	pas tu rage¶	stat u a ry
cul ture	ac tu ate	flat u lence†	in fát u ate
vul ture	fluc tu ate	ap er ture	per pet u ate
ven ture	f <sup>4</sup> ór tu nate	fur ni ture	e ven tu ate

\* *tion* like *shun*. † *c* like *s*. ‡ *x* like *gz*. § *sc* like *sk*.

|| *n* like *ng*. ¶ *g* soft, *a*, in *age*, like short *i*. \*\* *ch* like *k*.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

LESSON CLXXIII.—173.—*t* like *tsh*.

Con grát u late	hor ti cúl tu rist	in tel léc tu al
ca pit u late	man u fac tu rer	ac cen tu à tion†
ex pès tu late	punc tu al i ty*	<i>Diphthongs.</i>
im pòr tu nate	im pet u òs i ty	Mois ture
per pèt u al	sit u à tion†	fèa ture
ha bit u al	punc tu a tion*	crea ture
con jec tu ral	in fat u a tion	stát ue
con stit u ent	con grat u la tion	fòr feit ure
ad ven tu rer	ex pos tu la tion	ráp tu rous
man u fàc ture	<i>Consonants Double.</i>	im pèt u ous
vo lúp tu a ry	Ill nà ture	vo lúp tu ous
re ca pít u late	gút tu ral	tem pes tu ous
ag ri cul tu ral	ac cèn tu atè†	tu mul tu ous
ag ri cul tu rist	ef fec tu al	ad ven tu rous

SILENT CONSONANTS.—*Alphabetically arranged.*

LESSON CLXXIV.—174.—*F, J, Q, and R* are never *silent*.

<i>B.</i>	doubt less	<i>cza</i> rí na	én sign	op pugn
Lám b	doubt ful	en dict a ble	fòr eign	cam paign
dumb	be númb	<i>D.</i>	gnò mon	ar raign
numb	en tómb	Hánd sel	bágn ioll	dí a phragm
crumb	re doubt	Wednes day	in dígn	áp o thegm s
thumb s	cúr ry comb	hand some†	con dign	par a digm
cómb	hón ey comb	hand ker chief**	ma lign	cògn i ac
bómb	in déb t ed	stad t hold er	be nign	sòv er eign
débt	<i>C.</i>	<i>G.</i>	de sign	poig nan cy
doubt	Czâr	Gnâsh	con sign	coun ter sign
dúmb ness	mús cle	gnat	as sign	as sign ment
numb ness	vict uals	phlegm	pro pugn	con sign ment
bdell ium	âr bus cle	gnâw	im pugn	se rágl ioll
debt or†	còr pus cle	poig nant	ex pugn	in tagl ioll

LESSON CLXXV.—175.

<i>H.</i>	húm ble	rheú ma tism	rhet o rí cian	light
Hèrb	rhû barb	Mes sí ah	<i>Ch.</i>	tight
âh	hón or†	Je ho vah	Schism	wight
myrrh††	hour ly	rheu mât ic	yâcht	flight
rhómb	ca târth	dis hón est	schis mât ic	plight
hón est	hòs pi tal	dis hon or†	<i>Gh.</i>	bright
hêr bage††	rhêt o ric	hón or a ry†	Nlgh	fright
shep herd	rhap so dy	hon or a ble†	sigh	plough
ging ham§§	hón es ty	rhe tór i cal	thigh s	câught
hú mor†	húm ble bee	rhi no ce ros	though	taught
húm bly	hú mor ous†	dis hon es ty	fight	fraught

\* *n*, fol. by *c*, like *ng*. † *tion*, in this Les., like *shun*. ‡ sec. *c* soft.  
§ *th* sharp. || *i* like *y* con. †† *o* like short *u*. \*\* *n* like *ng*.  
††† *y* like short *e*. ‡‡ *a*, in age, like short *i*. §§ *g* hard. ||| *th* flat.

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
 Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

## LESSON CLXXVI.—176.

Bought	dāugh ter	nēigh bor hood†	āsth ma	pālm
fought	slaugh ter	al mlgh ty	isth mus	alme
sought	light en	en light en	K.	salve
brought	fright en	H, only, si. in	Knack	balk
thought*	height en	Burgh	knob	walk
fright	fūr lough	ghost	knock	chalk
light ning	thōr ough*	gher kin	knoll	stalk
spright ly	ēigh ty	ghast ly	knee	qualm
high ness	weigh ty	H, in Ph, si.	known	fōlks
tight ness	eigh teen	Diph thong*	knōwl edge	cōuld
bright ness	neigh bort	triph thong*	knuck le	should
twi light	de llight	diph thōn gal*§	knā ver y	cālm ness
mid night	af fright	Ph both si., and ac	knōwl edge	sālm ont
down right	al thought	h, only, in th.	ac knowledgment	ālmond†
hāugh ty	be sough t	Phthis ic	L.	fāl con
naugh ty	in vēigh	phthis i cal	Cālm	be hālf

## LESSON CLXXVII.—177.

Em bālm	prōmpt	pre sump tive	1 S.	grīs tle
tālk a tive	ēmp ty	con sump tive	Isl and	bus tle
M, si. only in	symp tomt	re demp tion	vis count	rus tle
Mnemōn ics	prōmpt ness	pre emp tion	T.	hās ten
N.	tēmp t er	ex emp tion	Christ mass§	chas ten
Lime kiln	psāl ter	re sump tion	mōrt gage†	fās ten
brick kiln	pseu do	pre sump tion	chēst nut	lis ten
sōl emn	re cēipt	con sump tion	hōst ler	glis ten
col umn	ex ēmpt	as sump tion	cās tle	chris ten§§
āu tumn	at tempt	sump tu ous**	nes tle	ōf ten
con dēmn	con tempt	sump tu a ry**	pes tle	sof ten
con temn	ēmp ti ness	per emp tor y†	tres tle	mois ten
P.	rasp ber ry	con tēmp tu ous**	this tle*	de pōt
Psālm	temp tā tion††	pre sump tu ous**	whis tle††	de but
tēmp t	pneu māt ics	con temp ti ble	bris tle	e clāt

## LESSON CLXXVIII.—178.

Bānk rupt cy	wrēnch††	wrōught	wrān glēs	X.
christen dom†§§	writ	whōle sale	wrin kle	Chevaux de frise
e pls tle	wrist	wrist band	wres tle	(shev o de frēz)
a pōs tle	wrōng	wretch ed	writ ten	bil let doux
V, si. only in	writhet	ship wreck	whēl wright	(bīl le doo)
Sēven night	whō	wholesome†	wry	Z, si. only in
W, con.	whose	wri ter	wrēchedness	Ren dez vous
Wrēn	whom	ān swer	an swer a ble	(ren de vōōz)

\* th sharp. † o like short u. ‡ th flat. § ng like ngg. || x like gz.

†† tion, in this Les., like shun.

\*\* t, fol. by long u, like tsh.

†† a, in age, like short i.

†† wh like hw.

§§ ch like k.

||| n like ng.

††† ch like sh.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
 no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

## LESSON CLXXIX.—179.



THE STEAM-BOAT, RIVER, AND COUNTRY.

See that beautiful Steam-Boat! How smoothly it glides along through the water! It is very delightful to travel in this way, from one city to another, in pleasant weather.

You can see the pretty fields, and houses, and trees as you pass along. Sometimes you will see people standing on the bank of the river to see the Steam-Boat pass. Sometimes you will see people gathering hay and grain in the fields.

A few years since and there were no Steam-Boats on any of the rivers or lakes of our country; but, they can now be seen on almost every river in which the water is deep enough for them to move along.

1	2	3	4	5	1	4	8	9	1	4	8	10	11
Fate,	far,	fall,	fat,	what—	me,	met,	her,	they—	pine,	pin,	stir,	shire,	firm—

## LESSON CLXXX.—180.



THE TRAIN OF RAIL-ROAD CARS.

Look, see those fine rail-road cars! What a beautiful sight!

They move on wheels very quietly and smoothly, a great deal faster than a coach or a wagon; almost as swift as the swiftest horse can run.

Sometimes you can see the smoke from the pipe of the locomotive or forward car, or hear the puffing of the steam, or the rolling of the car wheels, at a great distance.

It is a very pleasant way to travel over the country, only that the cars move so fast that you can not look at and see every thing distinctly.

If you ever ride in the cars, you must be very careful not to step on or off from them while they are moving; for, in this way, many persons have fallen and been badly hurt.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

## PART IV.

VERBAL DISTINCTIONS, SOUNDS OF ED, VARIABLE ORTHOGRAPHY, &c.

Part IV. contains words subject to different accentuation or pronunciation when differently applied; words pronounced alike but of different orthography and signification; and, words nearly alike in pronunciation, none of which have been inserted in Parts I., II., or III., and intermingled with other words as they are in other Spelling Books, where their distinctive definitions and peculiarities are *not* given, causing great perplexity and embarrassment both to teacher and scholar. Part IV. also contains Variable and Irregular Orthography and Pronunciation, &c. &c.

NOTE.—In this Part *c* is soft like *s*, before *e*, *i*, and *y*, and hard like *k*, before *a*, *o*, *u*, *l*, *r*, and *t*; *g* like *j*, before *e*, *i*, and *y*, and hard, before *a*, *o*, *u*, *l*, and *r*; *gh* and *ph* the sound of *f*; *th* is printed in *Italic* when sharp, and in *Roman* when flat; *sc* like *s*, before *e*, *i*, and *y*, and like *sk*, before *a*, *o*, *u*, *l*, and *r*; *x* the sound of *ks*; and *ch* the sound of *tsh*, unless otherwise noted. In this Part, also, *n.* stands for *noun*; *v.* for *verb*; *a.* for *adjective*; *ad.* for *adverb*; *par.* for *participle*; *n. plu.* for *plural nouns*; *pres. t.* for *present tense*; *pre.* for *preterit*.

### VERBAL DISTINCTIONS.

Words spelled alike, but differently accented when differently applied, or when used as a different Part of Speech.

Fore'taste, <i>n.</i>	Fore tâte', <i>v.</i>	Pêr'fume, <i>n.</i>	Per fûme', <i>v.</i>
O'ver flow, <i>n.</i>	O ver flow', <i>v.</i>	Pre'ce dent, <i>n.</i>	Pre ce'dent, <i>a.</i>
O'ver throw, <i>n.</i>	O ver throw', <i>v.</i>	Pres'age, <i>n.</i>	Pre sage', <i>v.</i>
Re'sign, <i>v.</i>	Re sign', <i>v.</i>	Rec're ate, <i>v.</i>	Re cre ate', <i>v.</i>
to sign again.	to give up, yield.	to amuse, re-	to create anew.
Re'tail, <i>n.</i>	Re tail', <i>v.</i>	fresh.	
Re'form, <i>v.</i>	Re fôrm', <i>v.</i> to	Ref'use, <i>n.</i>	Re fuse', <i>v.</i>
to form anew.	correct, amend.	Sur'name, <i>n.</i>	Sur name', <i>v.</i>
Di'gest, <i>n.</i>	Di gêt', <i>v.</i>	Trans'port, <i>n.</i>	Trans port', <i>v.</i>
Fre'quent, <i>a.</i>	Fre quent', <i>v.</i>	Up'right, <i>a.</i> and <i>n.</i>	Up right', <i>ad.</i>
Pre'fix, <i>n.</i>	Pre fix', <i>v.</i>	Bôm'bard, <i>n.</i>	Bom bârd', <i>v.</i>
Re'pent, <i>a.</i>	Re pent', <i>v.</i>	Dîs'cord, <i>n.</i>	Dis côrd', <i>v.</i>
Re'search, <i>v.</i>	Re search', <i>n.</i>	Es'cort, <i>n.</i>	Es cort', <i>v.</i>
<sup>3</sup> Aug'ment, <i>n.</i>	Aug ment', <i>v.</i>	Rec'ord, <i>n.</i>	Re cord', <i>v.</i>
Au'gust, <i>n.</i>	Au gust', <i>a.</i>	Côl'league, <i>n.</i>	Col lêague', <i>v.</i>
Tor'ment, <i>n.</i>	Tor ment', <i>v.</i>	Con'fine, <i>n.</i>	Con fine', <i>v.</i>
<sup>4</sup> Es'say, <i>n.</i>	Es sây', <i>v.</i>	Con'sole, <i>n.</i>	Con sole', <i>v.</i>
Ex'ile, <i>n.</i> and <i>a.</i>	Ex ile', <i>v.</i> ( <i>x</i> like <i>gz.</i> )	Prod'uce, <i>n.</i>	Pro duce', <i>v.</i>
		Côn'jure, <i>v.</i>	Con jure', <i>v.</i>
Ex'port, <i>n.</i>	Ex port', <i>v.</i>	to practise	to enjoin sol-
Im'port, <i>n.</i>	Im port', <i>v.</i>	charms.	emnly.
In'crease, <i>n.</i> ( <i>n</i>	In crease', <i>v.</i>	<sup>4</sup> Ab'ject, <i>a.</i> and <i>n.</i>	Ab ject', <i>v.</i>
like <i>ng.</i> )		Ab'sent, <i>a.</i>	Ab sent', <i>v.</i>
Min'ute, <i>n.</i> ( <i>u</i>	Mi nute', <i>a.</i>	Ab'stract, <i>n.</i>	Ab stract', <i>v.</i>
like short <i>i.</i> )		Ac'cent, <i>n.</i>	Ac cent', <i>v.</i>
		At'tri bute, <i>n.</i>	At trib'ute, <i>v.</i>

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

Bûf'fet, <i>n.</i>	a	Buf fêt', <i>n.</i>	a	Trân's'fer, <i>n.</i>	Trans fêr', <i>v.</i>
blow; <i>v.</i> to		kind of		Un'dress, <i>n.</i>	Un dress', <i>v.</i>
beat, strike.		board.		Côl'lect, <i>n.</i>	Col lect', <i>v.</i>
Cem'ent, <i>n.</i>		Ce ment', <i>v.</i>		Com'merce, <i>n.</i>	Com merce', <i>v.</i>
Des'cant, <i>n.</i>		Des cant', <i>v.</i>		Com'pact, <i>n.</i>	Com pact', <i>a. &amp; v.</i>
Des'ert, <i>n.</i> wil-		De sert', <i>v.</i> to for-		Com'press, <i>n.</i>	Com press', <i>v.</i>
derness; <i>a.</i> sol-		sake; <i>n.</i> merit,		Con'cert, <i>n.</i>	Con cert', <i>v.</i>
itary.		reward.		Con'duct, <i>n.</i>	Con duct', <i>v.</i>
En'trance, <i>n.</i>		En trance', <i>v.</i>		Con'flict, <i>n.</i>	Con flict', <i>v.</i>
Ex'tract, <i>n.</i>		Ex tract', <i>v.</i>		Con'test, <i>n.</i>	Con test', <i>v.</i>
Fer'ment, <i>n.</i>		Fer ment', <i>v.</i>		Con'tract, <i>n.</i>	Con tract', <i>v.</i>
Gal'lant, <i>a.</i>		Gal lant', <i>n.</i>		Con'trast, <i>n.</i>	Con trast', <i>v.</i>
Im'press, <i>n.</i>		Im press', <i>v.</i>		Con'vent, <i>n.</i>	Con vent', <i>v.</i>
Im'print, <i>n.</i>		Im print', <i>v.</i>		Con'verse, <i>n.</i>	Con verse', <i>v.</i>
In'cense, <i>n.</i>		In cense', <i>v.</i>		Con'vert, <i>n.</i>	Con vert', <i>v.</i>
In'stinct, <i>n.</i>		In stinct', <i>a.</i>		Con'vict, <i>n.</i>	Con vict', <i>v.</i>
In'sult, <i>n.</i>		In sult', <i>v.</i>		Ob'ject, <i>n.</i>	Ob ject', <i>v.</i>
In'ter, ( <i>a</i> pre-		In ter', <i>v.</i>		Prog'ress, <i>n.</i>	Pro gress', <i>v.</i>
fix.)				Proj'ect, <i>n.</i>	Pro ject', <i>v.</i>
In'ter dict, <i>n.</i>		In ter dict', <i>v.</i>		Prot'est, <i>n.</i>	Pro test', <i>v.</i>
In'va lid, <i>n.</i> ( <i>se-</i>		In val'id, <i>a.</i>			
cond <i>i</i> like				O'ver shot, <i>a.</i>	O ver shôt', <i>pre.</i>
long <i>e.</i> )				O'ver work, <i>n.</i>	O ver wôrk', <i>v.</i>
Per'mit, <i>n.</i>		Per mit', <i>v.</i>		Sûr'vey, <i>n.</i>	Sur vey', <i>v.</i>
Pres'ent, <i>n. &amp; a.</i>		Pre sent, <i>v.</i>		Re'sound, <i>v.</i>	Re sound', <i>v.</i>
Reb'el, <i>n.</i>		Re bel', <i>v.</i>		tosoundagain.	to sound back.
Sep'ul chre, <i>n.</i>		Se pul'chre, <i>v.</i>		Coun'ter mand,	Coun ter mând',
(sep'ul kur.)		(se pul'kur.)		<i>n.</i>	<i>v.</i>
Sub'ject, <i>n. &amp; a.</i>		Sub ject', <i>v.</i>		Côm'pound, <i>n.</i>	Com pound', <i>v.</i>
Suf'fix, <i>n.</i>		Suf fix', <i>v.</i>		and <i>a.</i>	

Words spelled and accented alike, but differently pronounced.

A bûse', <i>n.</i>	A bûse', <i>v.</i>	I'ron y (I'urn e),	I'ron y (I'run e),
Close, <i>a.</i> shut	Close, <i>v.</i> to shut,	<i>a.</i> of the qual-	<i>n.</i> a particular
fast, confined;	finish; <i>n.</i> a	ities of iron.	mode of speech.
<i>n.</i> a small field	pause, end.	Lease, <i>n.</i> a let-	Lease, <i>v.</i> to
enclosed.		ting of lands or	glean, to gather
Clothes, (kloze),	Clothes,	houses; <i>v.</i> to	up.
<i>n. plu.</i> gar-	(klothez), <i>pres.</i>	let by lease.	
ments, rai-	<i>t.</i> of Clothe.	Mis use', <i>n.</i>	Mis use', <i>v.</i>
ment.		Re for ma'tion,	Ref or ma'tion,
Corps, (kore), <i>n.</i>	Corps, (korze),	<i>n.</i> formation	<i>n.</i> change from
	<i>n. plu.</i>	anew.	worse to better.
Dif fuse', <i>a.</i>	Dif fuse', <i>v.</i>	Rise, <i>n.</i>	Rise, <i>v.</i>
Ex cuse', <i>n.</i>	Ex cuse', <i>v.</i>	Seeth, <i>v.</i> to boil.	Se'eth, <i>pres. t.</i> of
Grease, <i>n.</i>	Grease, <i>v.</i>		See.

1	3	5	6	7	8	1	4	6	7	1	6	1	4
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.													
Shèath, <i>n.</i>						Shèath, <i>v.</i>				Tår'ry, <i>a.</i>		Tår'ry, <i>v.</i>	
Tear, <i>n.</i> water						Tear, <i>n.</i> rent; <i>v.</i>				òr' di na ry, <i>a.</i>		or' di na ry,	
from the eye.						to rend, rave.				common, usu-		(ðrd'na re), <i>n.</i>	
Teeth, <i>n. plu.</i> of Teeth, <i>v.</i>										al; <i>n.</i> an eccle-		a place of eat-	
Tooth.										siastical judge.		ing.	
Use, <i>n.</i>						Use, <i>v.</i>				Mòd'er ate, <i>v.</i>		Mòd'er ate, <i>a.</i>	
Wreath, <i>n.</i>						Wreath, <i>v.</i>				Pros'trate, <i>v.</i>		Pros'trate, <i>a.</i>	
Does, <i>n. plu.</i> of Does (dûz),						Doe.				Cruise (kròðz),		Cruise (kròðs),	
Doe.						pres. <i>t.</i> of Do.				<i>v.</i> to rove over		<i>n.</i> a small cup.	
Dove, <i>pre.</i> of Dove (duv), <i>n.</i>						Dive.				the sea; <i>n.</i> a		voyage.	
Hin'der, <i>a.</i>						Hin'der, <i>v.</i>				Noose, <i>n.</i>		Noose, <i>v.</i>	
Lead, <i>v.</i> to con-						Lead, <i>n.</i> a met-				Pût, <i>n.</i>		Pût, <i>v.</i>	
duct, guide; <i>n.</i>						al; <i>v.</i> to fit with				Bòw, <i>n.</i> an in-		Bow, <i>n.</i> an act	
guidance.						lead.				strument; <i>v.</i> to		of reverence;	
Live, <i>a.</i>						Live, <i>v.</i>				bend sidewise.		<i>v.</i> to bend,	
Lives, <i>n. plu.</i> of Lives, <i>pres. t.</i>						Life.						to stoop.	
Ra'ven, <i>n.</i>						Rav'en, <i>v.</i>				Low, <i>a.</i> and <i>ad.</i>		Low, <i>v.</i>	
Read, <i>v.</i>						Read, <i>pre.</i> of				Low'er, <i>a.</i> more		Low'er, <i>v.</i> to ap-	
Wind, <i>v.</i>						Read.				low; <i>v.</i> to bring		pear dark and	
Bèl lows, <i>pres. t.</i> Bel'lows (bel-						Read.				low.		gloomy.	
lus), <i>n.</i>										Mow, <i>v.</i>		Mow, <i>n.</i>	
Cour'te sy, <i>n.</i> ci-						Courte'sy, <i>n.</i> re-				Row, <i>n.</i> a range		Row, <i>n.</i> a riot-	
vility, complai-						verence made				or line of things.		ous noise.	
sance.						by ladies; <i>v.</i> to				Wound, <i>pre.</i> of Wòund, <i>n.</i> a		Wound, <i>n.</i> a	
Gill (jill), <i>n.</i> or						do reverence.				Wind.		hurt; <i>v.</i> to hurt.	
fourth of a pint.										Gout, <i>n.</i> a dis-		Gout, <i>n.</i> relish,	
Pre cip'i tate, <i>v.</i>						Rec ol lect', <i>v.</i> to				ease.		desire.	
Rec ol lect', <i>v.</i> to						recall to mind.				House, <i>n.</i>		House, <i>v.</i>	
Sep'a rate, <i>v.</i>						Sep'a rate, <i>a.</i>				Mouse, <i>n.</i>		Mouse, <i>v.</i>	
Words accented alike, but whose orthography or pronunciation, or both, are						Words accented alike, but whose orthography or pronunciation, or both, are				Mouth, <i>n.</i>		Mouth, <i>v.</i>	
changed by a change of the Part of Speech, or by a change from the Sin-						gular to the Plural.				Slough, <i>n.</i> a miry		Slough (slùff),	
Ad vlce', <i>n.</i>						Ad vlse', <i>v.</i>				place.		<i>n.</i> the cast skin	
Beef, <i>n.</i>						Beeves, <i>n. plu.</i>				Lòaf, <i>n.</i>		Lòaves, <i>n. plu.</i>	
Be lief', <i>n.</i>						Be lieve', <i>v.</i>				Loath, <i>a.</i>		Loathe, <i>v.</i>	
De vice', <i>n.</i>						De vise', <i>v.</i>				Plain'tiff, <i>n.</i>		Plain'tive, <i>a.</i>	
Dose, <i>n.</i>						Doze, <i>v.</i>				Re lief', <i>n.</i>		Re lieve', <i>v.</i>	
Grief, <i>n.</i>						Grieve, <i>v.</i>				Sheaf, <i>n.</i>		Sheaves, <i>n. plu.</i>	
Knife, <i>n.</i>						Knives, <i>n. plu.</i>				Strife, <i>n.</i>		Strive, <i>v.</i>	
Leaf, <i>n.</i>						Leaves, <i>n. plu.</i>				Thief, <i>n.</i>		Thieve, <i>v.</i>	
Life, <i>n.</i>						Lives, <i>n. plu.</i>				Wife, <i>n.</i>		Wives, <i>n. plu.</i>	
										Bàth, <i>n.</i>		Bathe, <i>v.</i>	

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
 Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

Călf, n.	Călve, v. Calves, pres. t. and n. plu. of Călf.	Phŷs'ic, n.	Phŷs'ick, v.
Half, n.	Halve, v. Halves, pres. t. and n. plu. of Half.	Self, n.	Selves, n. plu.
Lath, n. a long thin slip of wood; v. to cov- er with laths.	Lăthe, n. a turn- er's machine.	Shelf, n.	Shelves, n. plu.
Whărf, n.	Whărves, n. plu.	Traff'ic, n.	Traff'ick, v.
Brêath, n.	Brêathe, v.	With, prep.	Withe, n.
Brass, n.	Braze, v.	Frôl'ic, n.	Frôl'ick, v.
Glass, n.	Glaze, v.	Of (ov), prep.	Off, ad.
Grass, n.	Graze, v.	Proph'e cy, n. (prof'e se.)	Proph'e sy, v. (prof'e si.)
Staff, n.	Staves, n. plu.	Proph'e cies, n. plu. (prof'e siz.)	Proph' e sies, pres. t. (prof'e size.)
Swăth, n.	Swathe, v.	Be hōôf', n.	Be hōôve', v.
Clôth, n.	Clothe, v.	Loose, a. un-	Lose, v. to for- bound, wanton; feit, suffer loss, v. to unbind, set not to win. free.
Chōôse, v.	Chose, pre.	Lōô's'ing, par.	Lô's'ing, par.
<sup>4</sup> Elf, n.	<sup>4</sup> Elves, n. plu.	Loos'ed (lōôst), pre.	Lôst, pre.
Mim'ic, n.	Mim'ick, v.	Proof, n.	Prôve, v.
Pen'knife, n.	Pen'knives, n. plu.	Proofs, n. plu.	Proves, pres. t.
		Re proof', n.	Re prove', v.
		Wôlf, n.	Wôlves, n. plu.
		Cow'ar dice, n.	Cow'ar dize, v.

Words differently accented, as well as differently spelled and pronounced.

Guăr'an ty, v.	Guar an tée', n.	Côn' fi dent, a.	Con fi dânt', n.
Guar' an ties, pres. t.	Guar an tees', n. plu.	bold, sure of a person in- success, impu- trusted with dent.	private matters.
In' ter leaf, n.	In ter leave', v.		

Words, two or more of which are pronounced alike, but differently spelled and defined.

NOTE.—*Tion, sion, and ceous*, pronounced *shun* and *shus*, unless otherwise noted. See Remarks, Part IV., page 125. As there stated, none of these words are in any preceding Lesson, in Parts I., II., or III., intermingled with other words where their *distinctive definitions* are not given.

A'chor (ă'kur), a disease.	Aisle (lle), a walk in a church.
A'cre, a portion of land.	I'll, contraction of I will.
Ail, to pain, to trouble.	Isle, an island.
Ale, a kind of beer.	Ait, a small island in a river.
Air, the atmosphere.	Ate, pre. of to Eat.
Ayr, name of a place.	Eight, twice four.
E'er, at any time.	Al le ga'tion, affirmation.
Ere, before.	Al li ga'tion, an arithmetical rule.
Eyre, a court of itinerant justices.	Ar rear', what is unpaid.
Heir, one that inherits.	Ar riere', last body of an army.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

- As pe ra'tion, a making rough.  
As pi ra'tion, an ardent wish.  
Bail, surety.  
Bale, a pack of goods; to lade out.  
Bait, allurement; to feed.  
Bate, to lessen; strife.  
Baize, coarse woollen cloth.  
Bays, garlands.  
Beys, Turkish governors.  
Bare, naked; to strip.  
Bear, a beast; to carry, produce.  
Baste, to beat, sew slightly.  
Ba sed, *pre.* of to Base.  
Bay, a color; a body of water.  
Bey, a Turkish governor.  
Be, to exist.  
Bee, an insect.  
Beach, the sea-shore.  
Beech, a kind of tree.  
Beat, a stroke; to strike.  
Beet, an eatable root.  
Beau (bo), a man of dress.  
Bo, a word of terror.  
Bow, an instrument; to bend.  
Beer, a kind of liquor. [*sidewise.*]  
Bier, a carriage for dead bodies.  
Bight, a small creek or bay.  
Bite, to pierce with the teeth.  
Blew, *pre.* of to Blow.  
Blue, a kind of color.  
Blight, a mildew; to blast.  
Blite, a genus of plants.  
Bloat, to swell.  
Blote, to dry and smoke.  
Boar, a male swine. [Bear.  
Bore, to make a hole; *pre.* of to  
Bole, body of a tree; a measure;  
a kind of earth.  
Boll, pod of a plant.  
Bowl, a wooden ball, a round  
hollow vessel; to play at  
bowls.  
Borne, *per. par.* of to Bear.  
Bourn, a limit.  
Brake, fern, a weed; an instru-  
ment for dressing flax.  
Break, an opening; to force  
asunder.  
Breach, a gap, difference.  
Breech, part of a gun.  
Buy, to purchase.  
By, near to.  
Cain, a man's name.  
Cane, a reed, or staff.  
Ce'dar, a kind of tree.  
Ce'der, one who cedes.  
Cede, to resign, yield.  
Seed, fruit, offspring.  
Ceil, to cover the top of a room.  
Seal, a stamp; to fasten with a  
seal or wafer; an animal.  
Seel, to close the eyes.  
Ceil'ing, the innertop of a room.  
Seal'ing, setting a seal.  
Seel'ing, closing the eyes.  
Cere, to cover with wax.  
Sear, dry; to burn.  
Seer, a prophet.  
Sere, withered. [whale.  
Ce ta'ceous, pertaining to a  
Se ta'ceous, bristly.  
Cha grin (sha green'), ill humor;  
Sha green', skin of a fish. [to vex.  
Chaste, pure, incorrupt.  
Cha sed, *pre.* of to Chase.  
Choir (kwire), a band of singers.  
Quire, 24 sheets of paper.  
Ci'on, shoot from a plant.  
Sci'on, a small twig.  
Si'on, a mountain.  
Cite, to summon, to quote.  
Sight, a view, vision.  
Site, a situation.  
Climb, to ascend.  
Clime, region, climate.  
Close, end; to shut.  
Clothes, garments, dress.  
Coarse, not fine, gross.  
Corse, a dead body.  
Course, direction, way.  
Coat, a garment.  
Cote, a sheep-fold.

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
 Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

Còre, the inner part.

Corps, a body of troops.

Creak, to make a harsh noise.

Creek, a small stream or bay.

Dane, a native of Denmark.

Deign, to condescend.

Day, a portion of time.

Dey, a Moorish governor.

Dear, costly; beloved.

Deer, an animal.

Dew, falling vapors or moisture.

Due, owed; exact.

Die, to expire.

Dye, to color.

Dire, dreadful.

Dy er, one who colors.

Dis creet', prudent; cautious.

Dis crete', distinct; separate.

Doe, a female deer.

Dough, unbaked paste.

En dict', to accuse by a jury.

En dite', to compose.

Eye (i), organ of sight.

I, *pro.* myself.

Fain, gladly.

Fane, a temple.

Feign, to dissemble.

Faint, languid, feeble.

Feint, a false appearance.

Fair, handsome; just; place of sale or show.

Fare, food; price of passage.

Feat, deed, exploit.

Feet, *n. plu.* of Foot.

Feu, a fee.

Few, a small number.

Find, to discover.

Fi ned, *pre.* of to Fine.

Flea, an insect.

Flee, to run away.

Fleu, chaps of a hound.

Flew, *pre.* of to Fly.

Flue, passage for smoke; soft

Float, to swim. [fur.

Flote, to skim.

Foe, an enemy.

Fòh, term of abhorrence.

Fore, before.

Four, twice two.

Fort, a fortress.

Forte, peculiar quality.

Forth, onward, out.

Fourth, next after the third.

Fraise, a kind of cake.

Frays, quarrels. [tence.

Phrase, mode of speech, a sen-

Frees, *pres. t.* of to Free.

Freeze, to congeal with cold.

Frieze, a coarse cloth; a term in architecture.

Gage, to pledge.

Gauge, a measure; to measure.

Gait, manner of walking.

Gate, a kind of door.

Glaire, the white of an egg.

Glare, to dazzle.

Gneiss (neese), a kind of stone.

Niece, a daughter of a sister or

Gnu, an animal. [brother.

Knew, *pre.* of to Know.

New, fresh, not old.

Goar, a triangular piece of cloth.

Go er, one who goes.

Gore, clotted blood; to stab.

Gourd, a plant.

Go red, *pre.* of to Gore.

Grate, crossbars.

Great, large, noble. [with.

Gra'ter, an instrument to grate

Great'er, larger.

Grease, soft fat.

Greece, name of a country.

Groan, to sigh deeply.

Grown, *per. par.* of to Grow.

Gro'cer, a dealer in sugar, teas,

Gros'ser, more gross. [&c.

Hail, to salute; frozen rain.

Hale, healthy; to drag.

Hair, natural covering of the

Hare, an animal. [head.

Hay, dried grass.

Hey, a word of joy.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

- Hèal, to cure.  
 Heel, part of the foot.  
 Hear, to perceive by the ear.  
 Here, in this place.  
 Height, elevation.  
 Hight, was called.  
 Hew, to cut.  
 Hue, color; a clamor.  
 Hugh, a man's name.  
 Hie, to hasten.  
 High, elevated; dear.  
 Hire, wages.  
 High er, more high.  
 Ho, a sudden call.  
 Hoe, a farming instrument.  
 Hoes, *n. plu.* of Hoe.  
 Hose, stockings.  
 Hoard, a store; to amass.  
 Horde, a tribe, a clan.  
 Hole, a cavity, a rent; to dig  
 Whole, all, total. [holes.  
 Ho'ly, pious, sacred.  
 Whol' ly, totally.  
 Key, an instrument to open and  
 Quay, a wharf. [fasten a lock.  
 Knave, a dishonest man.  
 Nave, the centre of a wheel.  
 Knead, to work dough.  
 Need, want, necessity.  
 Kneel, to bend the knee.  
 Neal, to temper by heat.  
 Knight, title of honor.  
 Night, darkness.  
 Know, to understand.  
 No, a word of denial.  
 Lade, to load; to dip out.  
 Laid, *pre.* of to Lay.  
 Lain, *per. par.* of to Lie.  
 Lane, a narrow street.  
 Lair, the bed of a beast.  
 Lay er, a stratum, a bed.  
 Leach, wood ashes washed by  
 straining of water.  
 Leech, a bloodsucker.  
 Leaf, part of a plant or book.  
 Lief, willingly.
- Lèak, to run out.  
 Leek, a root or plant.  
 Lean, thin, wanting flesh.  
 Lien, a legal claim.  
 Leave, to depart.  
 Lieve, willingly.  
 Leav'er, one who leaves.  
 Le' ver, a mechanical power.  
 Li'ar, one who tells lies.  
 Li'er, one who lies in wait.  
 Lyre, a musical instrument.  
 Lie, a falsehood; to rest.  
 Lye, water drained through  
 Lo, behold. [ashes.  
 Low, not high, humble.  
 Loan, any thing lent.  
 Lone, solitary.  
 Lore, learning.  
 Low er, more low; to bring low.  
 Made, *pre.* of to Make.  
 Maid, an unmarried woman.  
 Mail, armor; a bag to carry  
 Male, the he kind. [letters.  
 Main, principal, chief.  
 Maine, name of a State.  
 Mane, hair on the neck of ani-  
 Maize, Indian corn. [mals.  
 Maze, a labyrinth.  
 Mare, the female horse.  
 May or, the chief magistrate of  
 a city.  
 Mead, a kind of drink; a mead-  
 Mede, a native of Medea. [ow.  
 Meed, a reward, gift.  
 Mean, low, humble.  
 Mesne, middle.  
 Mien, air, look, manner.  
 Meat, flesh to be eaten.  
 Meet, to come together; fit.  
 Mete, to measure.  
 Meer, a lake, boundary.  
 Mere, that or this only; pure.  
 Me'ter, a measurer.  
 Me'tre, poetical measure.  
 Mewl, to cry as a child.  
 Mule, an animal.

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
 Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

- Mews, cages.  
 Mues, *pres. t.* of to Mue.  
 Muse, deep thought; to meditate.  
 Might, power, strength.  
 Mite, an insect or particle.  
 Mi'ner, one who digs mines.  
 Mi'nor, less; one under age.  
 Moan, to grieve.  
 Mown, *per. par.* of to Mow.  
 Moat, a ditch for defence.  
 Mote, a small particle.  
 More, a greater portion.  
 Mow er, one who mows.  
 Nay, no.  
 Neigh, the voice of a horse.  
 Oar, an instrument to row with.  
 O'er, contraction of Over.  
 Ore, metal unrefined.  
 Oh, alas.  
 Owe, to be indebted.  
 Pail, a wooden vessel.  
 Pale, without color.  
 Pain, penalty; distress.  
 Pane, a square of glass.  
 Pair, a couple.  
 Pare, to cut off.  
 Pear, a kind of fruit.  
 Peace, rest, quietude.  
 Piece, a part.  
 Peak, the top, point.  
 Pique, ill will; grudge.  
 Peel, a succession of sounds.  
 Peel, to take off the rind.  
 Peer, an equal; a nobleman.  
 Pier, the support of an arch.  
 Place, situation.  
 Plaice, a kind of fish.  
 Plain, smooth, level; distinct.  
 Plane, a joiner's tool; to smooth.  
 Plait, a fold; to fold.  
 Plate, wrought silver, &c.  
 Pleas, pleadings.  
 Please, to delight.  
 Pole, a long stick.  
 Poll, the head; an election.  
 Pore, the passage in the skin.  
 Pour, to turn out a liquid.  
 Port, a harbor.  
 Porte, the Turkish court.  
 Pray, to implore, entreat.  
 Prey, booty, plunder; to plun-  
 Pri'er, one who searches. [der.  
 Pri'or, former, before.  
 Pries, *pres. t.* of to Pry.  
 Prize, reward; to value.  
 Quean, a worthless woman.  
 Queen, the wife of a king.  
 Rain, water from clouds.  
 Reign, to rule as a king.  
 Rein, part of a bridle.  
 Raise, to lift, exalt.  
 Rays, beams of light.  
 Raze, to overthrow, destroy.  
 Rais'er, one who raises.  
 Ra'zor, an instrument to shave  
 Read, to peruse. [with.  
 Reed, a plant.  
 Reek, to smoke, to steam.  
 Wreak, to revenge.  
 Rhone, name of a river.  
 Roan, a color. [sounds.  
 Rhyme, correspondence of  
 Rime, hoar frost.  
 Rice, a kind of grain.  
 Rise, ascent; original.  
 Right, just, proper; to adjust.  
 Rite, a ceremony. [name.  
 Wright, a workman; a man's  
 Write, to form letters with a pen.  
 Roam, to rove, ramble.  
 Rome, the name of a city.  
 Road, the highway.  
 Rode, *pre.* of to Ride.  
 Row ed, *pre.* of to Row.  
 Roar, to make a loud noise.  
 Row er, one who rows.  
 Roe, a female deer. [with oars.  
 Row, a rank; to move a boat  
 Rote, mere memory.  
 Wrote, *pre.* of to Write.  
 Rye, a kind of grain.  
 Wry, crooked.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

Sail, the canvass of a ship.  
Sale, act of selling.  
Sa'tire, a poem censuring vice or  
Sa'tyr, a sylvan god. [folly.  
Sa'ver, one who saves.  
Sa'vor, odor, taste, scent.  
Sea, a large body of water.  
See, to look, behold.  
Scene, a sight; part of a play.  
Seen, *per. par.* of to See.  
Seine, a fishing net.  
Seam, two edges joined.  
Seem, to appear.  
Seas, *n. plu.* great waters.  
Sees, *pres. t.* of to See.  
Seize, to lay hold of.  
Seign'ior (seen'yur), a lord.  
Sen'ior, older.  
Sew (so), to join by threads.  
So, in like manner.  
Sow, to scatter seed.  
Sew er (so'ur), one who uses a  
Soar, to mount up. [needle.  
Sore, tender to the touch; a  
wound.  
Sow er, one who scatters seed.  
Shear, to clip with shears.  
Sheer, pure, clear; to deviate.  
Shire, a county. [ting.  
Shears, an instrument for cut-  
Sheers, an engine to raise  
Shires, counties. [weights.  
Sice (size), number six at dice.  
Sighs, *pres. t.* of to Sigh.  
Size, bulk; to adjust.  
Side, the broad part; to join  
Sigh ed, *pre.* of to Sigh. [with.  
Sign, a token, symbol.  
Sine, a geometrical line.  
Slaie, a weaver's reed.  
Slay, to kill.  
Sleigh, a carriage on runners.  
Sley, to part into threads.  
Sleight, artful trick; dexterity.  
Slight, contempt; to neglect.  
Slew, *pre.* of to Slay.

Slæ, to turn round.  
Sloe, a kind of fruit.  
Slow, not swift, dull.  
Soak, to steep, drench.  
Soke, jurisdiction.  
Soar ed, *pre.* of to Soar.  
Sword, a kind of weapon.  
Sol, a note in music.  
Sole, single, only; bottom of the  
foot or shoe; to fit with soles.  
Soul, the immortal part of man.  
Stair, a rising step.  
Stare, to gaze earnestly.  
Stake, a post; a wager.  
Steak, a slice of meat.  
Steal, to take without right.  
Steel, refined, hardened iron.  
Stile, steps over a fence.  
Style, manner; to name.  
Straight, direct; not crooked.  
Strait, a narrow pass.  
Straight'en, to make straight.  
Strait'en, to make narrow; to  
distress. [nue, company.  
Suite (sweet), set, series; reti-  
Sweet, grateful to the taste;  
mild, soft.  
Sware, *pre.* of to Swear.  
Swear, to declare upon oath.  
Tail, the end.  
Tale, a narrative, a story.  
Tare, a weed; allowance in  
Tear, to rend. [weight.  
Team, horses or oxen for draw-  
Teem, to bring forth. [ing.  
Tear, water from the eye.  
Tier, a row, a rank.  
The, the definite article.  
Thee, *pro.* objective case of Thou.  
Their (thare), *pro.* possessive  
case of They.  
There, in that place.  
Throe, extreme pain.  
Throw, to fling, to cast.  
Throne, a royal seat.  
Thrown, *per. par.* of to Throw.

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

Thyme (tíme), a plant.  
Time, measure of duration.  
Tire, furniture; to fatigue.  
Ti er, one who ties.  
Tyre, name of a place.  
Toe, part of the foot.  
Tow, coarse parts of flax, &c.;  
to draw after.  
Tole, to draw, allure.  
Toll, a tax; to ring a bell.  
Tray, a kind of trough or dish.  
Trey, the three at dice or cards.  
Trea'ties, *n. plu.* of Treaty, nego-  
Trea'tise, a discourse. [tiations.  
Un lade', to empty, unload.  
Un laid', not placed.  
Vain, worthless, showy.  
Vane, a weathercock.  
Vein, a bloodvessel.  
Vale, a valley.  
Veil, a covering.  
Vi'al (vi'ul), a small bottle.  
Vi'ol, a musical instrument.  
Wade, to walk in water.  
Weigh ed, *pre.* of to Weigh.  
Wail, to weep, lament.  
Wale, a rising part in cloth.  
Waist, middle part of the body.  
Waste, to spend; desolate.  
Wait, to tarry.  
Weight, heaviness.  
Waive, to put off, relinquish.  
Wave, a moving swell of water.  
Ware, something to be sold;  
cautious; to change a ship's  
course.  
Wear, to waste, consume; to  
carry as clothes; a dam.  
Way, road, course, means.  
Weigh, to balance, ascertain the  
weight. [or grain.  
Wey [Eng.], a quantity of wool  
Weak, feeble, infirm.  
Week, seven days.  
Wean, to put from the breast; to  
alienate.

Wèen, to suppose, think.  
Wheal, a pustule.  
Wheel, a circular body.  
Ye, *pro. plu.* of Thou.  
Yea, yes.  
<sup>2</sup>  
Arc, part of a circle.  
Ark, a vessel; a small chest.  
Hart, the male deer.  
Heart, the seat of life.  
Mare'schal (mar'shal), a chief  
commander in an army.  
Mar'shal, the chief officer of  
arms; to arrange.  
Mar'shall, a man's name.  
Mar'tial, warlike, bold.  
<sup>3</sup>  
All, the whole.  
Awl, a sharp pointed tool.  
Al'tar, a place for offerings.  
Al'ter, to change, vary.  
Au'ger, a tool to bore with.  
Au'gur, to conjecture by signs.  
Aught, any thing.  
Ought, to be obliged in duty.  
Bald, without hair.  
Bawl ed, *pre.* of to Bawl.  
Ball, a round body; a dance.  
Bawl, to cry aloud.  
Calk, to stop seams of a ship.  
Cauk, a kind of spar.  
Call, to name, speak aloud.  
Caul, a membrane enclosing the  
bowels.  
Cause, a reason, motive.  
Caws, *pres. t.* of to Caw.  
Chord (kord), concord of  
sounds; a line of a circle.  
Cord, a small rope; measure of  
wood.  
Clause, part of a sentence.  
Claws, *n. plu.* of Claw.  
Faun, a sylvan deity.  
Fawn, a young deer; to flatter.  
Gall, the bile; to fret.  
Gaul, ancient name of France.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

- Háll, a court; a large room; entrance to a house.  
Haul, to drag, pull violently.  
Pall, covering for a coffin.  
Paul, a man's name.  
Pawle, a short bar.  
Pause, stop; to cease.  
Paws, *n. plu.* of Paw.  
Tálck, a kind of earth.  
Talk, conversation; to converse.  
Wall, a work of brick or stone.  
Waul, to howl, cry as a cat.  
An, the indefinite article.  
Ann, a woman's name.  
As cent', eminence, steepness.  
As sent', to agree; an agreement.  
Bad, ill, vicious.  
Bade, *pre.* of to Bid.  
Been (bin), *per. par.* of to Be.  
Bin, a chest, a box for grain, &c.  
Bell, a hollow sounding body of cast metal.  
Belle, a gay or fine lady.  
Ber'ry, a small fruit.  
Bu'ry, to inter the dead; to hide.  
Berth, a station; a bed in a ship or boat.  
Birth, a coming into life, origin.  
Bet'ter, more good; to improve.  
Bet'tor, one who bets.  
Bred, *pre.* of to Breed.  
Bread, a kind of food.  
Bur'row, a hole for small animals.  
Bor'ough, an incorporated town.  
But, only, except, unless.  
Butt, an object of ridicule; to strike with the head; a mark; a cask.  
Cal'en dar, an almanac, a register.  
Cal'en der, to dress cloth.  
Cal'i ber, the bore of a gun.  
Cal'i bre, a kind or sort.  
Cal'lous, hard, insensible.  
Cal'lus, any cutaneous or bony hardness.  
Cán'non, a large gun.  
Can'on, a rule, a law.  
Cask, a vessel for liquors.  
Casque, a helmet.  
Cast, a throw; to throw, to form.  
Caste, a tribe, race, kind.  
Cell, a small room or cave.  
Sell, to dispose of.  
Cel'lar, a room under a building.  
Sel'ler, one who sells.  
Cense, a public tax or rate.  
Sense, reason, judgment.  
Cent, the hundredth part of a  
Scent, odor, smell. [dollar.  
Sent, *pre.* of to Send.  
Ces'sion, a giving up.  
Ses'sion, act of sitting.  
Cin'gle (sing'gl), a girth.  
Sin'gle, one, alone; to separate.  
Cinque (singk), the number five.  
Sink, a drain; to go down.  
Cit, a citizen.  
Sit, to be placed, to rest.  
Clam, a shellfish.  
Clamm, to clog.  
Clef (klif), a term in music.  
Cliff, a steep rock.  
Col'or (kul'lur), hue; to stain.  
Cul'ler, one who culls.  
Con cent', harmony. [to.  
Con sent', agreement; to agree  
Co quet', to entice or trifle as a  
jilt.  
Co quette', a gay flirting girl.  
Cous'in (kuz'zn), an aunt's or  
Coz'en, to cheat. [uncle's child.  
Cyg'net, a young swan.  
Sig'net, a seal.  
Dam, the mother of brutes; a  
bank to stop water; to confine.  
Damn, to condemn.  
Dis'caus, broad, flat.  
Dis'cus, a quoit.  
Done (dun), *per. par.* of to Do.  
Dun, a dark color; to demand a  
debt.

1	2	3	4	5	1	4	8	9	1	4	8	10	11
Fate,	far,	fall,	fat,	what—	me,	met,	her,	they—	pine,	pin,	stir,	shire,	firm—

- Dost (dŭst), *pres. t. of to Do.*  
 Dust, fine particles of any thing.  
 Drachm (dram), the eighth of an ounce.  
 Dram, a glass of spirits.  
 Draft, a bill drawn for money; a sketch.  
 Draught, act of drawing, a drink.  
 Fel'toe, the rim of a wheel.  
 Fel'low, an associate.  
 Fun'gous (fung'gus), spongy, excrescent.  
 Fun'gus, a mushroom.  
 Gal'ley, a low vessel.  
 Gal'y, a printer's case.  
 Ga zet', a Venetian coin.  
 Ga zette', a newspaper.  
 Gild (gild), to overlay with gold.  
 Guild, a society. [gold.  
 Gil'der (gil'dur), one who gilds.  
 Guil'der, a Dutch coin.  
 Gilt (gilt), *pre. of to Gild.*  
 Guilt; crime, an offence.  
 Gris'ly, ghostly, hideous.  
 Griz'zly, somewhat gray.  
 Guest, a visiter, stranger.  
 Guess ed, *pre. of to Guess.*  
 Heard, *pre. of to Hear.*  
 Herd, a number of beasts.  
 Hearse, a carriage for corpses.  
 Herse, a kind of fortification.  
 Him, *pro. objective case of He.*  
 Hym, a species of dog.  
 Hymn, a divine song.  
 In, within.  
 Inn, a tavern.  
 In ten'sion, act of stretching.  
 In ten'tion, purpose, design.  
 Jam, a conserve of fruits; to wedge in.  
 Jamb, side-piece of a chimney.  
 Kill, to deprive of life.  
 Kiln, a stove or oven to bake or dry things.  
 Knab, to gnaw, to bite.  
 Nab, to seize, to catch.  
 Knág, a hard knot in wood.  
 Nag, a small horse.  
 Knap, to bite. [cloth.  
 Nap, a short sleep; substance on  
 Knit, to weave with needles.  
 Nit, an insect's egg.  
 Led, *pre. of to Lead.*  
 Lead, a soft heavy metal.  
 Les'sen, to make less.  
 Les'son, a task, a precept.  
 Lev'ee, a crowd of attendants to visit a distinguished person; a bank. [a rate.  
 Lev'y, to raise men or money;  
 Limb, a member, a bough.  
 Linn, to draw or paint.  
 Man'ner, mode, method.  
 Man'or, a lord's jurisdiction.  
 Man'tel, a chimney-piece.  
 Man'tle, a kind of cloak.  
 Met'al, a mineral substance.  
 Met'tle, spirit, courage.  
 Mist, small fine rain.  
 Miss ed, *pre. of to Miss.*  
 Net, a texture or snare woven with meshes.  
 Nett, clear of charges, real.  
 Nun, a female recluse.  
 None, not any, not one.  
 One (wun), single, less than two.  
 Won, *pre. of to Win.*  
 Pal'ace, a royal residence.  
 Pal'las, a name of Minerva.  
 Pal'ette (pal'lit), a painter's  
 Pal'let, a small mean bed. [board.  
 Pan'el, square of wainscot; a jury-roll.  
 Pan'nel, a rustic saddle.  
 Pan'ic, sudden and groundless fear.  
 Pan'nic, a kind of plant.  
 Pen'cil, an instrument for writing or painting.  
 Pen'sile, hanging, suspended.  
 Plum, a kind of fruit. [and line.  
 Plumb, perpendicular; a lead

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

Prac'tice, custom, habit.  
 Prac'tise, to do, perform.  
 Rab'bet, a cut, a lapping joint.  
 Rab'bit, a small animal.  
 Ran'cor (rangk'ur), malignity,  
 Rank'er, more rank. [spite.  
 Rap, a quick blow; to strike.  
 Wrap, to fold together.  
 Read, *pre.* of to Read.  
 Red, a color.  
 Reck, to regard, to heed.  
 Wreck, destruction, ruin.  
 Rest, ease, peace, quiet.  
 Wrest, to take by force; to per-  
 Retch, to strain, vomit. [vert.  
 Wretch, a worthless, miserable  
 Rig'ger, one who rigs. [person.  
 Rig'or, severity, strictness.  
 Ring, to sound; a circle.  
 Wring, to twist.  
 Rough, uneven, harsh.  
 Ruff, a kind of dress for the neck.  
 Sum, the whole.  
 Some, a part.  
 Sun, the fountain of light and  
 Son, a male child. [heat.  
 Subt'le, sly, artful, cunning.  
 Sut'le, the nett weight.  
 Suc'or, assistance, relief; to help.  
 Suck'er, a young shoot; a fish.  
 Sul'key, a carriage for one per-  
 Sul'ky, sullen, morose. [son.  
 Tacks, small nails; *pres. t.* of to  
 Tax, a charge; a public rate. [Tack.  
 Terse, neat, smooth.  
 Tierce, a cask. [buckle.  
 Tong (tung), the catch of a  
 Tongue, the instrument of speech.  
 Tract, region; a small book.  
 Track ed, *pre.* of to Track.  
 Trav'ail, toil, labor; to labor.  
 Trav'el, to journey.  
 Verge, brink, edge; to bend,  
 Virge, a dean's mace. [tend.  
 Weath'er, state of the air.  
 Weth'er, a sheep.

Chol'er (kôl'lur), anger, wrath.  
 Col'lar, something worn around  
 the neck.  
 Com'ple ment, a full number.  
 Com'pli ment, expression of ci-  
 vility; praise.  
 Cot, a hut; cover for the finger.  
 Cott, a small bed.  
 Knot, a tie; hard part of wood.  
 Not, no; a word of denial.  
 Nott, a quantity of thread; a  
 man's name. [doors or chests.  
 Lock, an instrument to fasten  
 Locke, a man's name, and of a  
 Lough, a lake, a bay. [place.  
 Prof'it, gain, advantage; to ben-  
 Proph'et, a foreteller. [efit.  
 Shock, concussion, a sudden  
 shake; a number of sheaves  
 Shough, a shaggy dog. [of grain.  
 Brews (brôôz), *pres. t.* of to  
 Brew. [mangle.  
 Bruise, a hurt; to crush or  
 Bruit, rumor, noise.  
 Brute, an animal without reason.  
 Creux (kroo), a term in engra-  
 Crew, a ship's company. [ving.  
 Crew'el, a ball of yarn.  
 Cru'el, inhuman, barbarous.  
 Crews (krooz), ships' companies.  
 Cruise, to rove over the sea; a  
 voyage. [close.  
 Hoop, any thing circular; to en-  
 Whoop, a shout; to shout.  
 Rôôm, space, an apartment.  
 Rheum, thin watery matter.  
 Rood, fourth of an acre.  
 Rude, rough, uncivil.  
 Ru ed, *pre.* of to Rue.  
 Threw (throo), *pre.* of to Throw.  
 Through, from end to end.  
 To, unto, towards a place.  
 Too, likewise, also.  
 Two, a couple, twice one.  
 Yew (yoo), a kind of tree.  
 You, objective case of Ye.

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

Wóód, timber, trees, forest.

Would, *pre.* of to Will.

Bough, a branch of a tree.

Bow, an act of reverence; to

Coun'cil, an assembly. [bend.

Coun'sel, advice; to advise. \* [age.

Cow'ard, one deficient in cour-

Cow'er ed, *pre.* of to Cower.

Flour, fine part of grain.

Flow er, the blossom of a plant.

Foul, impure, gross, filthy.

Fowl, a winged animal.

Hour, sixty minutes.

Our, *pro. posses.* case of We.

Rout, a rabble; a defeat; to de-

Route, a way, course. [feat.

Words, two or more of which are pronounced nearly alike, but differently spelled and defined; and which are often misapplied and mispronounced.

1	1	1	5
A'bel, <i>n.</i>	A'ble, <i>a.</i>	Co'ma, <i>n.</i>	Com'ma, <i>n.</i>
Al lude', <i>v.</i>	E lude', <i>v.</i>	1	6
Al lu'sion,* <i>n.</i>	E lu'sion,* <i>n.</i>	Broach, <i>n.</i>	Brooch, <i>n.</i>
Ap praise', <i>v.</i>	Ap prize', <i>v.</i> [ <i>n.*</i>	Ewe (yu), <i>n.</i>	You, <i>pro.</i>
Bri'dal, <i>a.</i>	Bri'dle, <i>n.</i> and <i>v.</i>	Grope, <i>v.</i>	Group, <i>n.</i>
Cease, <i>v.</i>	Seize, <i>v.</i>	Lieu, <i>n.</i>	Loo, <i>n.</i>
Coat, <i>n.</i>	Quote, <i>v.</i>	Loam, <i>n.</i>	Loom, <i>n.</i>
Cy'press, <i>n.</i>	Cy'prus, <i>n.</i>	Sew (so), <i>v.</i>	Sou, <i>n.</i>
De cease', <i>n.</i> & <i>v.</i>	Dis ease', <i>n.</i> and <i>v.</i>	Tome, <i>n.</i>	Tomb, <i>n.</i>
De cer ta'tion, <i>n.</i>	Dis ser ta'tion, <i>n.</i>	2	2
E'ther, <i>n.</i>	Ei'ther, <i>a.</i> and <i>pro.</i>	Balm, <i>n.</i>	Barm, <i>n.</i>
Ex pe'di ence, <i>n.</i>	Ex pe'di ents, <i>n. plu.</i>	2	4
Fi'na ry, <i>n.</i>	Fi'ner y, <i>n.</i>	Aunt, <i>n.</i>	Ant, <i>n.</i>
Fu'ner al, <i>n.</i>	Fu ne're al, <i>a.</i>	Gape, <i>v.</i>	Gap, <i>n.</i>
Ge'ni us, <i>n.</i>	Ge'nus, <i>n.</i>	Par'ti cip le, <i>n.</i>	Par ti cip'i al, <i>a.</i>
I'dle, <i>a.</i> and <i>v.</i>	I'dol, † <i>n.</i>	3	3
Na'val, <i>a.</i>	Na'vel, <i>n.</i>	Calk, <i>v.</i>	Cork, <i>n.</i>
Pa'tience, <i>n.</i>	Pa'tients, <i>n. plu.</i>	False, <i>a.</i>	Faults, <i>n. plu.</i> [ <i>nance, n.</i>
Pi'late, <i>n.</i>	Pi'lot, † <i>n.</i>	Ord'nance, <i>n.</i>	Or'di nance, <i>n.</i>
Se'ri es, <i>n.</i>	Se'ri ous, <i>a.</i>	4	4
Sta'tion a ry, <i>a.</i>	Sta'tion er y, <i>n.</i>	Ab sces'sion, <i>n.</i>	Ab scis'sion,* <i>n.</i>
1	2	Ac'ces sa ry, <i>n.</i>	Ac'ces sor y, <i>a.</i>
Air, <i>n.</i>	Are, <i>plu.</i> of Be.	Acts, <i>n. plu.</i>	Axe, <i>n.</i>
1	3	Af'fect', <i>v.</i>	Ef'fect', <i>n.</i> and <i>v.</i>
Cor po're al, <i>a.</i>	Cor'po ral, <i>n. a.</i>	Al'i ment, <i>n.</i>	El'e ment, <i>n.</i>
Sword, <i>n.</i>	Sord, <i>n.</i>	Al i men'ta ry, <i>a.</i>	El e men'ta ry, <i>a.</i>
1	4	As sis'tance, <i>n.</i>	As sis'tants, <i>n. plu.</i>
Ca'ret, <i>n.</i>	Car'at, <i>n.</i>	At ten'dance, <i>n.</i>	At ten'dants, <i>n. plu.</i>
Creek, <i>n.</i>	Crick, <i>n.</i>	Ax'es, <i>n. plu.</i> of Axe.	Ax'is, <i>n.</i>
Eu'lo gy, <i>n.</i>	El'e gy, <i>n.</i>	Bal'lád, <i>n.</i>	Bal'lette, <i>n.</i>
Glu'ten, <i>n.</i>	Glut'ton, <i>n.</i>	Bal'lot, † <i>n.</i>	& <i>v.</i>
Ha'lo, <i>n.</i>	Hal'low, <i>v.</i>	Bar'on, † <i>n.</i>	Bar'ren, <i>a.</i>
5	6	Cap'i tol, <i>n.</i>	Cap'i tol, <i>n.</i> [ <i>n.</i>
Hol'low, <i>a.</i>	Hal loo', <i>v.</i>	Cap'tor, † <i>n.</i>	Cap'ture ( <i>t</i> like <i>tsh</i> )
1	4	Cen'tau ry, <i>n.</i>	Cen'tu ry ( <i>t</i> like <i>tsh</i> )
Ha'ven, <i>n.</i>	Heav'en, <i>n.</i>	Sen'try, <i>n.</i>	[ <i>tsh</i> ] <i>n.</i>
In ge'ni ous, <i>a.</i>	In gen'u ous, <i>a.</i>	Cit'rine, <i>a.</i>	Cit'ron, † <i>n.</i>
Li vre (li'vur), <i>n.</i>	Liv'er, <i>n.</i>	Colo nel (kur'nel), <i>n.</i>	Ker'nel, <i>n.</i>
Ma'trice, <i>n.</i>	Ma'trix, <i>n.</i>	Cour ant', <i>n.</i>	Cur'rent, <i>n.</i>
Nei'ther, <i>a.</i> & <i>pro.</i>	Neth'er, <i>a.</i>	Cur'b, <i>n.</i> and <i>v.</i>	Kerb, <i>n.</i>
Pa'tron, † <i>n.</i>	Pat'tern, <i>n.</i>	Cym'bal, <i>n.</i>	Sym'bol, † <i>n.</i>
Pis tole', <i>n.</i>	Pis'til, <i>n.</i>	De pen'dant, <i>n.</i>	De pen'dent, <i>a.</i>
Te'nure, <i>n.</i>	Ten'or, † <i>n.</i>	De scen'dant, <i>n.</i>	De scen'dent, <i>a.</i>
		De scen'sion, <i>n.</i>	Dis sen'sion, <i>n.</i>

\* *s* like *zh*.

† *o* like short *u*.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

4	4	4	4
Des'ert, n.	Des sert', n.	Prin'ci pal, n.	Prin'ci ple, n.
De serve', v.	Dis serve', v.	Rad'i cal, a.	Rad'i cle, n.
Earn, v.	Urn, n.	Re'gi men, n.	Re'gi ment, n.
E lapse', v.	Il lapse', n.	Rel'ic, n.	Rel'ict, n.
E li'cit, v.	Il li'cit, a. [* n.	Res'i dence, n.	Res'i dents, n. plu.
Elis'ion,* n.	Elys'ian,* a.	Sal'vage, n.	Sel'vage, n. [tsh, n.
Em'a nant, a.	Em'i nent, a.	Sculp'tor,† n.	Sculp'ture (t like
Im'mi nent, a.	[nent, a.	Sec're ta ry, n.	Sec'ta ry, n.
E mer'sion, n.	Im mer'sion, n.	Sep'ti cal, a.	Skep'ti cal, a.
E rup'tion, n.	Ir rup'tion, n.	Serge, n.	Surge, n.
Ex'er cise, n. & v.	Ex'or cise, v.	Spir'it ous, a.	Spir'it u ous (t like
Fer'rule, n.	Fer'u la, n.	Sub'tile, a.	Sub'tle, a. [tsh, a.
Fir (fer), n.	Fur, n.	Sub'til ty, n.	Sub'tle ty, n.
Gam'ble, v.	Gam'bol,† n. and v.	Sur'plice, n.	Sur'plus, n.
Ges'ture (t like tsh), n.	Jes'ter, n.	Tack, n. and v.	Tact, n.
Gran'der, a.	Gran'deur (gran'jur), n.	Thread, n.	Thrid, v.
In'no cence, n.	In'no cents, n. plu.	Wheth'er, pro.	Whith'er, ad.
In tense', a.	In tents', n. plu.	4	5
Le'gis la tor,† n.	Le'gis la ture, n.	Res'in, n.	Ros'in, n.
Lin'i ment, n.	Lin'e a ment, n.	4	6
Lit'er al, a.	Lit'to ral, n.	Gal'lon,† n.	Gal loon', n.
Mal'ice, n.	Mal'ious, n.	Cur'ri er, n.	Cou'rier, n.
Med'al, n.	Med'dle, v.	5	5
Mes'sage, n.	Mes'suage, n.	Chron'i cal,† a.	Chron'i cle,† n.
Mil'le na ry, a.	Mil'lin er y, n.	Cor'al, n.	Cor'ol,† n. [n. plu.
Pal'ate, n.	Pal'ette, n.	Cor re spon'dence, n.	Cor re spon'dents,
Par ti'tion, n.	Pe ti'tion, n.	Im pos'tor,† n.	Im pos'ture (t like
Pas'tor,† n.	Pas'ture, (t like		tsh), n.
Pearl, n.	Purl, n. [tsh, n.	Pop'lar, n.	Pop'u lar, a.
Pre'ce dent, n.	Pres'i dent, n.	Pop'u lace, n.	Pop'u lous, a.
Pres'ence, n.	Pres'ents, n. plu.	Boy, n.	Buoy, n. and v.

Ed sounded distinctly, when preceded by d or t or followed by ly or ness.

1	2	4	4	5
Do'ted	Card'ed	Act'ed	Riv'et ed	Prof'it ed
Braid'ed	Re gard'ed	Ad'ded	Con duct'ed	8
Re peat'ed	3	Fit'ted	In graft'ed	Cov'et ed
De sign'ed ly	Re ward'ed	Hint'ed	In trust'ed	Ap point'ed
Ad vi'sed ness	Ap plaud'ed	Melt'ed	Ben'e fit ed	Con found'ed

E, in the termination ed, is suppressed in the pronunciation, and the d added to the foregoing syl., when preceded by a vowel, or by the flat consonants b, g, l, m, n, r, v, z, or s, if it be sounded like z, or flat th; as *robed*, *robd*.

1	1	2	4	4
Ro'bed	Sal'ved	Arm'ed	Rub'bed	Hack'ney ed
Ha'il'ed	Bla'zed	Charm'ed	Beg'ged	Jour'ney ed
Drain'ed	U'sed	3	Dun'ned	8
Flow'ed	Breath'ed	Warm'ed	1	Hon'ey ed
Fear'ed	Cri'ed	Warn'ed	Com bi'ned	Mon'ey ed

E, in the termination ed, is suppressed in the pronunciation, and the d sounded like t, and pronounced with the preceding syl., after the sharp consonants c, f, k, p, s, x, ck, ch, sh, gh, sk, sc, qu, or sharp th; as *dash ed*, *dasht*.

1	4	10	4	4
Fa'ced	Ask'ed	Pi'qued	Per plex'ed	Phys'ick ed
Cha'fed	Task'ed	4	An nex'ed	Traf'ick ed
Ba'ked	5	Fin'ish ed	Co a les'ced	5
Ho'ped	Cough'ed	1	Ef fer ves'ced	Frol'ick ed
Ceas'ed	Toss'ed	Re proach'ed	Mim'ick ed	Be troth'ed

\* s like zh.

† o like short u.

† ch like k.

1 2 3 4 5 1 4 8 9 1 4 8 10 11  
Fate, far, fall, fat, what—me, met, her, they—pine, pin, stir, shire, firm—

## VARIABLE ORTHOGRAPHY.

NOTE.—For a more extensive list of words of Variable Orthography and Pronunciation, See "Cobb's Orthographical and Orthoepical Guide to the Peculiarities of the English Language."

1	1	4	4	5
Ba'sin	Suit'er	Chem'ist*	Niche	A pos'ta cy
Bri'er	Sur vi'ver	Chem'is try*	Of fence'	De pos'ite
Cha me'le on*	Tea'sel	Cim'e ter	Par'a lyze	Hol'y day
Cham pain'†	The'a tre†	De pen'dance	Pat'ro nise	Hy poc'ri sy
Clew	Thowl	De spatch'	Ped'dler	Im bod'y
Cloak	Vol ca'no	De vel'op	Pic tu resque'	Mosque
Con trol'	Wea'sel	De vel'op ment	Pin'cers	Re pos'ite
Di ar rhoe'a	Wo	Di aer'e sis	Pre tence'	6
Dote	2	Dutch'ess	Rail'ler y	Ac cou'tre†
Du'el list	Gaunt	Dys'pep sy	Rec'og nise	Doub loon'
En close'	Mar'vel lous	Ec'sta sy	Res'pite	Ma nou'e'vre†
En rol'	Pars'nip	En'ter prise	Rev'er y	Rack oon'
Ex ceed'	3	En vel'op	Sal'ad	Sooth
Fi'bre†	Ap pall'	Ep'au let	Sat in ett'	7
In snare'	Baw'ble	Et i quette'	Scep'tre†	Ful'ness
Jew'el ler	En dorse'	Fi nesse'	Ser'geant	Wool'len
Li'cense	In stall'	Ful fil'	Sieve	8
Lu'cre†	In stall'ment	Ful fil'ment	Skep'tic	Sponge
Mea'ger‡	Naught	Gam'ut	Skep'ti cism	Wor'ship per
Mi'tre†	Or'ches tre*†	Gim'let‡	Skil'ful	9
Mos che'to*	Por'poise	Gran'ite	Spec'tre†	Hei'nous
Ne go ti a'tion	Tor'toise	Gro tesque'	Sub tract'	Skein
Ni'tre†	Warr'ior¶	Hag'gard	Tat'tler	10
O'chre*†	4	Im bit'er	Tip'pler	Bona ba sin'
O paque'	A bet'ter	In stil'	Trav'el ler	Guil lo tine'
Po ta'to	Al lege'	In struc'ter	Tris'yl la ble	Pe hisse'
Prai'rie	Am bas'sa dor	In trust'	Tur'nip	oi and ou.
Pro ceed'	An'a lyze	In wrap'	Vil'lan ous	Av oir du pois'
Sa'bre†	Bur'den	Lus'tre†	Vil'lan y	Rec on noi'tre†
Scythe	Bur lesque'	Mas'sa cre†	Vis'it er	Coun'sel lor
Se'cre cy	Cam'let	Mer'chan dise	Wil'ful	Drought
Sub poe'na	Cent're†	Min'strel sey	Yest	Foun'dry
Suc ceed'	Chem'i cal*	Mo las'ses	Zinc	Trou'sers

## VARIABLE PRONUNCIATION.

Words in which *a*, *ai*, *e*, and *ea* sound like *a* in *fate*.

1	Rare	Snare	Where	Com pare'	De spair'	Scar'ci ty
Care	Scarce	Spare	Pa'rent	De clare'	Im pair'	Ap pa'rent
Dare	Scare	Square	A ware'	Pre pare'	Re pair'	Trans pa'rent
Flare	Share	Chair	Be ware'	Af fair'	For bear'	Trans pa'ren cy

Words in which *a* and *o* fol. by *st*, *ss*, *sp*, &c. sound as *a* in *hat*, and *o* in *not*.

4	Blast	Lass	Mast	Vast	Slan'der	Dross	Cost'ly
Ask	Clasp	Last	Pant	Bas'ket	5	Loss	Cross'ness
Asp	Class	Mask	Plant	Cas'ket	Cost	Moss	Ac cost'
Bass	Hasp	Mass	Rasp	Plas'ter	Cross	Toss	Cost'li ness

Words in which *e*, *ea*, and *i*, followed by *r*, sound like *e* in *met*.

4	Verse	Fer'vor	Per'son	Ver'bal	De ter'
Clerk	Were	Her'mit	Ser'mon	Ver'dict	Di vert'
Nerve	Cer'tain	Mer'chant	Ser'pent	Co erce'	Ex ert'*
Serve	Cler'gy	Mer'cy	Ser'vant	Con cern'	Ex pert'
Term	Fer'tile	Per'fect	Ser'vice	Con fer'	Im merse'
Verb	Fer'vent	Per'jure	Ser'vile	De fer'	In fer'

\* *ch* like *k*.

† *ch* like *sh*.

‡ *re* like *ur*.

§ *g* hard.

|| first *ti* like *she*.

¶ *i* like *y*.

\*\* *x* like *gz*.

1 3 5 6 7 8 1 4 6 7 1 6 1 4  
no, nor, not, to, good, dove—tube, tub, rule, bull—dew, crew—fly, system.

4	Per'fi dy	Ma ter'nal	Learn'ing	Skir'mish
In sert'	Cer'tain ty	Ad ver'si ty	Ear'ly	Vir'gin
In verse'	Per'mia nent	Ad ver'tise ment	Ear'nest	Vir'tue†
In vert'	Per'pe trate	E ter'ni ty	Il	Af firm'
Ob serve'	Per'qui site	Su per'flu ous	Firm	Cir'cu late
Per vert'	Per'se cute	Su per'la tive	Gird*	Cir'cu lar
Pre fer'	Ter'mi nate	U ni ver'sal	Girl*	Cir'cum cise
Pre serve'	De ter'mine	U ni ver'si ty	Mirth	Cir'cum spect
Re serve'	E ter'nal	An ni ver'sa ry	Skirt	Cir'cum stance
Re verse'	Ex ter'nal	Earl	Cir'cuit	Fir'ma ment
Re vert'	Fra ter'nal	Earth	Cir'cus	Ex tir'pate
Cer'ti fy	In fer'nal	Learn	Cir'cle	Af fir'ma tive
Mer'can tile	In ter'nal	Search	Fir'kin	In fir'mi ty

Words in which *u*, *ue*, *ui*, and *ew*, preceded by *r*, and *oo* before *k*, sound as *o* in *move*.

6	Bru'tal	Tru'ant	Scru'ti ny	Re cruit'	Crook
Crude	Pru'dence	Tru'ly	Ex cru'ci ate†	Brew	Look
Prude	Pru'dent	In trude'	Rue	Screw	Nook
Rule	Ru'in	Cru'ci fy	True	Shrewd	Rook
Spruce	Ru'mor	Cru'el ty	Ac crue'	Book	Shook
Truce	Ru'ral	Ru'di ment	Im brue'	Brook	Took
Truth	Scru'ple	Ru'mi nate	Fruit	Cook	Crook'ed ness

Words, variously pronounced or accented, or which do not properly belong in any preceding Spelling Lessons.

1	Al ien a'tion§	1	Pro pi ti a'tion	4	Deaf	5	Com'men da ble
As so ci a'tion†	Re nun ci a'tion†	Dis'syl la ble	Du o de'ci mo	De mon'strate			
Car bi nier'	So'journ	Ec cle si as'tic¶	Mon'o syl la ble	Prom'ise			
Di'a mond	Spike'nard	Feb'ru a ry					
Di vorce'	Tues'day	Guin'ea					
E nun ci a'tion†	U'ni on	In cen'di a ry					
Ho ri'zon	3	Ne ces'si ty					
Ma'tron	Broad	Ne'ces sa ry					
O be'di ence	4	Plaid					
O be'di ent	Cen'sus	Sat'ur day					
Pa'tri ot	Col lapse'	Sim'i lar					
Pa'tri ot ism	Com mit'tee	Skel'e ton					
Pe cu'li ar	Com pen'sate	Syl'la ble					
Pe cu'ni a ry	Con tem'plate	Weap'on					
Pro nun ci a'tion†	Cyl'in der						

# IRREGULAR PRONUNCIATION.

Written.	Pronounced.	Written.	Pronounced.	Written.	Pronounced.
1		4		4	
A'pron	a'purn	Bu'ri al	ber're al	Lan'guage	lang'gwij
Bu reau'	bu ro'	Busi'ness	biz'nes	Ma'ny	men'ne
Door	dore	Bu'sy	biz'ze	Neph'ew	nev'vu
Eighth	atth	Chris'tian	krist'yun	Once	wunse
Floor	flore	Clap'board	klab'burd	Pret'ty	prit'te
I'ron	i'urn	Com plex'ion	kom plek'shun	Sac'ri fice	sak're fize
Main tain'	men tane'	Con nex'ion	kon nek'shun	Said	sed
Suf fice'	suf fize'	Cup'board	kub'burd	Sug gest'	sug jest'
	4	Dis cern'	diz zern'	Wo'men	wim'min
A gain'	a gen'	Flood	flud	Yes	yis
A gainst'	a genst'	Hic'cough	hik'kup		5
A'ny	en'ne	Lieu ten'ant	lev ten'ant	Laud'a num	lod'a num
Blood	blud	Lux'u ry	luk'shu re	Lau'rel	lor'ril

\* *g* hard. † *t* like *tsh*. ‡ *ci* like *she*. § first *i* like *y*, consonant.  
¶ first *ti* like *she*. ¶ *si* like *zhe*.

## NUMBERS AND FIGURES.

LETTERS.	FIGURES.	NAMES.	LETTERS.	FIGURES.	NAMES.
I	1	one	XX	20	twenty
II	2	two	XXX	30	thirty
III	3	three	XL	40	forty
IV	4	four	L	50	fifty
V	5	five	LX	60	sixty
VI	6	six	LXX	70	seventy
VII	7	seven	LXXX	80	eighty
VIII	8	eight	XC	90	ninety
IX	9	nine	C	100	one hundred
X	10	ten	CC	200	two hundred
XI	11	eleven	CCC	300	three hundred
XII	12	twelve	CCCC	400	four hundred
XIII	13	thirteen	D	500	five hundred
XIV	14	fourteen	DC	600	six hundred
XV	15	fifteen	DCC	700	seven hundred
XVI	16	sixteen	DCCC	800	eight hundred
XVII	17	seventeen	DCCCC	900	nine hundred
XVIII	18	eighteen	M	1000	one thousand
XIX	19	nineteen			
MDCCCXLVII. . 1847 . . one thousand eight hundred and forty-seven					

## OF THE PAUSES AND MARKS USED IN WRITING AND PRINTING.

A comma,	- - - ,	A quotation,	- - - " "
A semicolon,	- - - ;	A section,	- - - §
A colon,	- - - :	An index,	- - - ↗
A period,	- - - .	A paragraph,	- - - ¶
A note of interrogation,	- ?	The brackets,	- - - [ ]
A note of exclamation,	- !	An obelisk,	- - - †
A hyphen,	- - - -	An ellipsis,	- - - —
A parenthesis,	- - - ( )	A brace,	- - - }
An apostrophe,	- - - ' ,	A diaeresis,	- - - ..
An asterisk,	- - - *		
A caret,	- - - ^		

Q. *What is the use of the comma?*—A. To denote that the reader's voice must stop the time of pronouncing *one* syllable; the semicolon *two* syllables; the colon *four*; and, the period *six* syllables.

Q. *What is the use of the interrogation point?*—A. To denote that a question is asked, and the end of the sentence preceding it should be read with a raised tone of voice, if the question can be answered by *yes* or *no*, and make sense, as, "*Is Charles sick?*" *Yes.* "*Do you think he will recover?*" *No.* But if the question be asked by *who*, *which*, *what*, *how*, *why*, *when*, *where*, *wherefore*; or, if the question can not be answered by *yes* or *no*, and make sense, then the end of the sentence should be read with a depression of the voice, as, "*Why will ye die?*" "*How did he run?*"

Q. *What is the use of the exclamation point?*—A. To denote wonder, surprise, or admiration, as, *O death!*

Q. *What is the use of the hyphen?*—A. To connect compound words, as, *ink-stand*. It is also used when a word is divided, and the former part of the word is written at the end of one line, and the latter part of it at the beginning of another. Then it should be placed at the end of the line containing the former part of the word.

Q. *What is the use of the parenthesis?*—A. It includes something explanatory which should be read in a weaker and quicker tone of voice than the rest of the sentence, and which, if omitted, would not obscure the sense.

Q. *What is the use of the apostrophe?*—A. To denote the possessive case, as, a man's hat, and to denote the omission of a letter or letters, as, 'tis for *it is, tho' for though.*

Q. *What is the use of the asterisk?*—A. The asterisk, obelisk, and many other marks, are used to direct the reader to some note or remark in the margin or at the bottom of a page.

Q. *What is the use of the caret?*—A. To denote that some letter or word has been omitted through mistake, as maner.  
n

Q. *What is the use of a quotation?*—A. To denote a word or passage taken from some other author.  
A

Q. *What is the use of a section?*—A. To divide a chapter or discourse into parts.

Q. *What is the use of the index?*—A. To point out what requires particular attention.

Q. *What is the use of the paragraph?*—A. To denote the beginning of a new subject.

Q. *What is the use of the brackets?*—A. They include something explanatory; or which supplies a deficiency, or corrects some mistake.

Q. *What is the use of the ellipsis?*—A. To denote that some letters in a word are omitted: it is also used to denote an uncertain or sudden pause: then, it is called a dash.

Q. *What is the use of the brace?*—A. To connect several lines or words.

Q. *What is the use of the diaeresis?*—A. It is put over the latter of two vowels, to show that they belong to two distinct syllables.

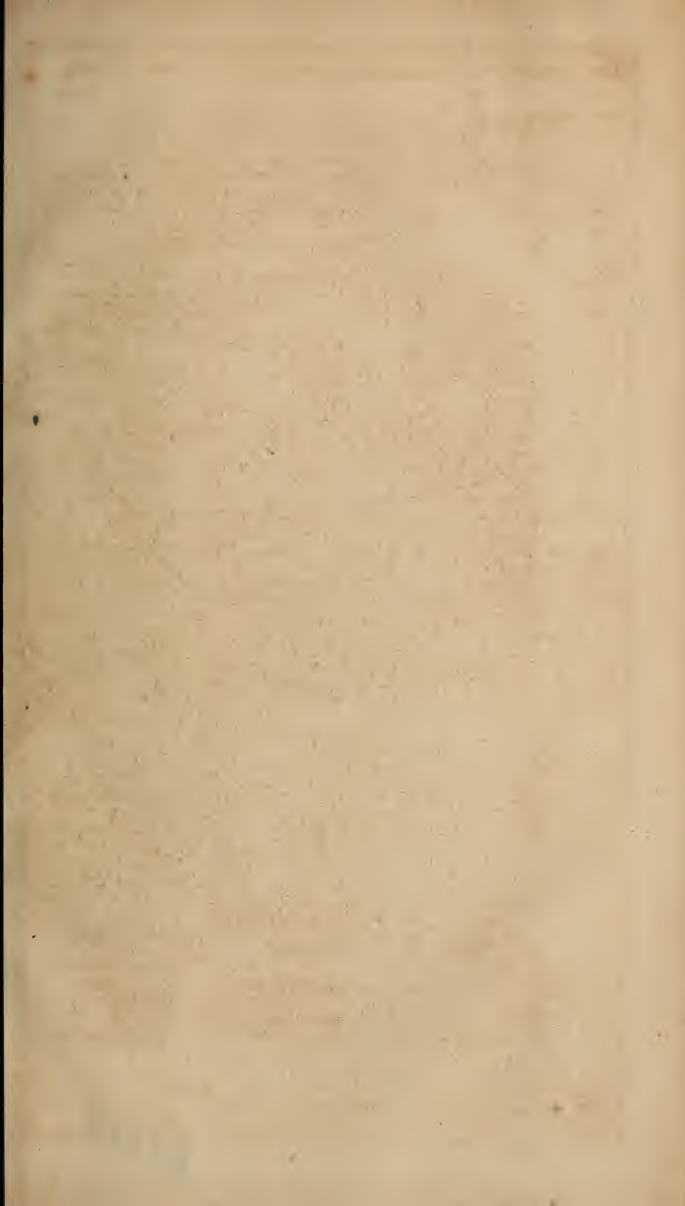
Q. *What words should begin with a CAPITAL letter?*—A. The first word of every book, chapter, letter, note, or sentence; the appellations of the Deity; proper names of persons, places, mountains, rivers, lakes, seas, oceans, ships, &c.; all adjectives derived from proper names; every line in poetry; the beginning of a quotation, and of some important word in a sentence; the pronoun I, and the interjection O; the titles of books; and the names of the days of the week and months of the year.

Q. *How should Italic and Capital letters be designated in writing?*—A. Words or letters intended to be printed in *Italic* should have one line drawn under them by the writer; for SMALL CAPITALS, two lines, and for CAPITALS, three lines.

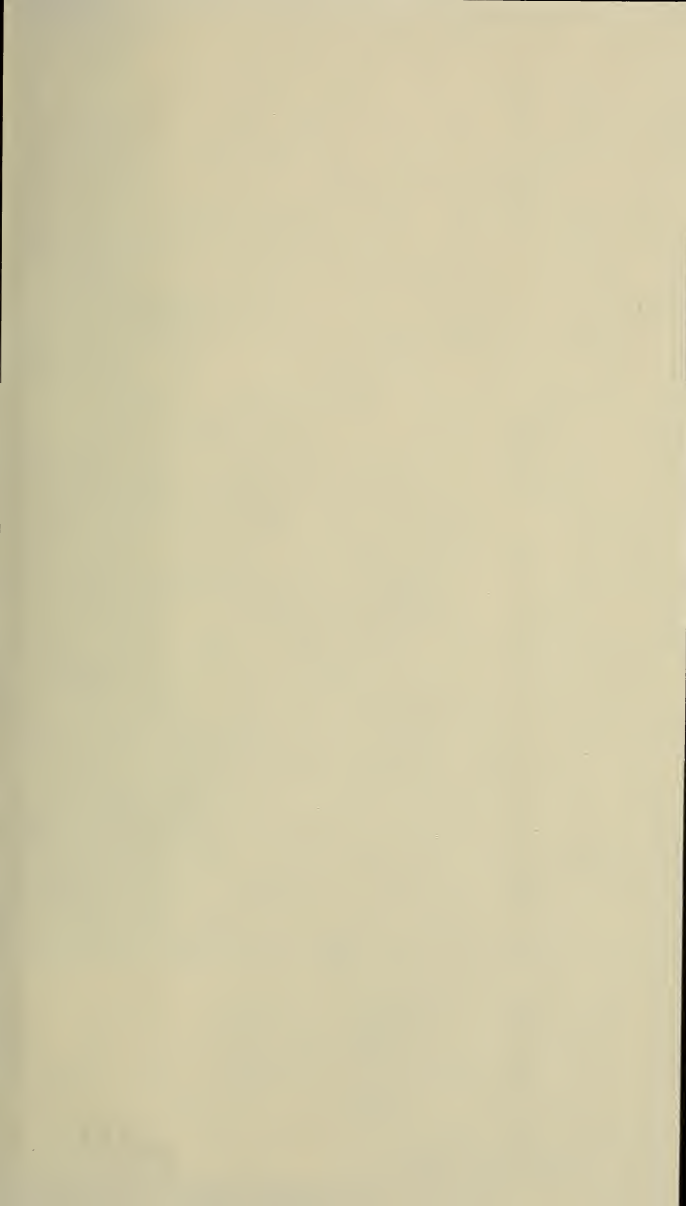
### ABBREVIATIONS USED IN WRITING AND PRINTING.

A. or Ans. Answer.	C. or cent. a hundred.	Ct. or Conn. Connecticut.
A. A. S. Fellow of the American Academy.	Cant. Canticles.	cts. Cents.
A. B. Bachelor of Arts.	Capt. Captain.	C. W. Canada West.
Abp. Archbishop.	C. A. S. Fellow of the Connecticut Academy.	cwt. Hundred weight.
A. C. Before Christ.	Cash. Cashier.	D. C. District of Columbia.
Acct. Account.	C. E. Canada East.	D. D. Doctor of Divinity.
A. D. In the year of our Lord.	Chap. Chapter.	Dea. Deacon.
Al. Alabama.	Chron. Chronicles.	Dec. December.
A. M. Master of Arts; before noon; or in the year of the world.	Cl. Clerk, or Clergyman.	Deg. Degree.
Apr. April.	Co. Company, or County.	Del. Delaware.
Ark. Arkansas.	Col. Colonel, or Collector.	Dept. Deputy.
Atty. Attorney.	Com. Commissioner, or Commodore.	Deut. Deuteronomy.
Aug. August.	Con. In opposition.	Do. or Ditto. The same.
Bart. Baronet.	Const. Constable.	Doz. Dozen.
bbl. Barrel.	Cor. Corinthians.	Dr. Doctor, or Debtor.
B. D. Bachelor of Divinity.	C. P. S. Keeper of the Privy Seal.	E. East.
B. V. Blessed Virgin.	Cr. Credit, or Creditor.	Eccl. Ecclesiastes.
	C. S. Keeper of the Seal.	Ed. Edition, or Editor.
		E. G. For Example.
		Eng. England, or English.
		Ep. Epistle.

Eph. Ephesians.	M. Thousand, or Mar-	Prob. Problem.
Esai. Esaias.	Maj. Major. [quis.	Prof. Professor.
Esq. Esquire.	Mar. March.	P. S. Postscript.
Etc. And so forth.	Mass. Massachusetts.	Ps. Psalm.
Ex. Example, or Exodus.	Mat. Matthew.	Q. Question, or Queen.
Exr. Executor.	Math. Mathematics.	q. d. As if he should say.
Feb. February.	M. B. Bachelor of Phys-	q. l. As much as you
Fig. Figure.	ic.	please.
Flor. Florida.	M. C. Member of Con-	Qr. Quarter.
Fr. France, French, or	gress [U. S.]	q. s. A sufficient quan-
Francis.	M. D. Doctor of Physic.	tity.
F. R. S. Fellow of the	Md. Maryland.	Regr. Register.
Royal Society [Eng.]	Me. Maine.	Rep. Representative.
Ga. or Geo. Georgia.	Messrs. Gentlemen, or	Rev. Reverend, or Rev-
Gal. Galatians.	Mich. Michigan. [Sirs.	elation.
Gen. General, or Genesis.	Miss. Mississippi.	R. I. Rhode Island.
Gent. Gentleman.	Mo. Missouri.	Rom. Romans.
Geo. George.	M. P. Member of Parlia-	Rt. Hon. Right Honora-
Gov. Governor.	ment [Eng.]	ble.
G. R. George the King	Mr. Master, or Mister.	S. South, or Shilling.
[of England.]	Mrs. Mistress.	S. A. South America.
Heb. Hebrews.	M. S. Manuscript.	Sam. Samuel.
H. B. M. Her or His Bri-	MSS. Manuscripts.	S. C. South Carolina.
tannic Majesty [Eng.]	N. North.	S. E. South East.
hhd. Hogshead.	N. A. North America.	Sec. Secretary.
H. H. S. Fellow of the	N. B. Take notice.	Sect. Section.
Historical Society.	N. C. North Carolina.	Sen. Senator, or Senior.
Hon. Honorable.	N. E. North East.	Sept. September.
hund. Hundred.	Nem. con. Unanimously.	Serg. Sergeant.
Ibid. in the same place.	N. H. New Hampshire.	Servt. Servant.
i. e. that is.	N. J. New Jersey.	Sine die. No day or time
id. the same.	No. Number.	agreed on.
Ill. Illinois.	Nov. November.	ss. to wit; namely.
Ind. Indiana.	N. S. New Style.	St. Saint, or Street.
Inst. Instant.	N. W. North West.	S. T. D. Doctor of Divin-
Isa. Isaiah.	N. W. T. North Western	ity.
Ia. Iowa.	Territory.	S. T. P. Professor of Di-
Ja. James.	N. Y. New York.	vinity.
Jac. Jacob.	O. Ohio.	S. W. South West.
Jan. January.	Obj. Objection.	Tenn. Tennessee.
Jno. John.	Obt. Obedient.	Tex. Texas.
Jos. Joseph.	Oct. October.	Thess. Thessalonians.
Josh. Joshua.	O. S. Old Style.	Thos. Thomas.
Jun. Junior.	Parl. Parliament.	Tim. Timothy.
K. King.	Pa. or Penn. Pennsylva-	ult. the last.
Km. Kingdom.	nia.	U. S. United States.
Kt. Knight.	per. By the, as per yard,	V. or Vide, See.
Ky. Kentucky.	by the yard.	Va. Virginia.
L. Lord, or Lady.	per cent. by the hundred.	via. by way of.
La. or Lou. Louisiana.	Pet. Peter.	viz. to wit; namely.
Lam. Lamentations.	Phil. Philippians, or	Vt. Vermont.
Lat. Latitude.	Philip.	W. West.
lbs. Pounds.	Philom. Lover of Learn-	W. I. West Indies.
Ldp. Lordship.	ing.	Wm. William.
Lev. Leviticus.	P. M. Post Master, or Af-	Wp. Worship.
Lieut. Lieutenant.	ternnoon.	W. T. Wisconsin Terri-
LL.D. Doctor of Laws.	P. O. Post Office.	tory.
Lon. Longitude.	Post. after.	wt. weight.
Lond. London.	Pres. President.	yd. yard.
L. S. Place of the Seal.	Pro. in favor of.	&c. and so forth.



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